DOCUMENT RESUME

ED 440 546 FL 026 245

AUTHOR	Martinez, Robert D.
TITLE	Trainer's Manual. Assessment: A Development Guidebook for Teachers of English Language Learners.
INSTITUTION	Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1999-04-00
NOTE	166p.; For related documents, see FL 026 244 (guidebook) and FL 026 246 (workshop materials).
CONTRACT	RJ96006501
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Academic Achievement; Databases; Elementary Secondary Education; *English (Second Language); Instructional Materials; *Language Proficiency; Language Tests; Limited English Speaking; Mathematics Skills; *Performance Based Assessment; Reading Skills; Second Language Instruction; Second Language Learning; *Student Evaluation; *Student Placement; Teacher Educator Education; Teacher Educators; Teaching Guides; Teaching Methods; Worksheets
IDENTIFIERS	Content Area Teaching; Native Language

ABSTRACT

Because the current reform movement in education stresses the need for performance-based student assessments, it is imperative to train teachers to conduct the most appropriate and effective performance-based assessments of English language learners (ELLs). Accordingly, the purpose of this trainer's manual is to assist the teacher educator in conducting workshops for teachers using the guidebook, "Assessment: A Development Guidebook for Teachers of English Language Learners," and the related workshop materials. The general purpose of this training manual is to help the teacher educator provide teachers of ELLs with information on the six most important aspects of assessment development: proven reform initiatives; content and performance standards; guidelines to consider when assessing ELLs; use of testing accommodations with ELLs; mechanisms that could be used when initially identifying ELLs; and elements to be included in databases for ELLs. More specifically, the teacher educator must learn to provide teachers of ELLs with the following: criteria that could be included in the development of performance based assessment tasks; checklists of criteria related to specific content standards; scoring rubrics; sample performance-based tasks; and sample scoring sheets. This manual provides numerous sample checklists, scoring sheets, testing rubrics, and three appendices containing workshop overhead transparencies, workshop checklists, and sample performance-based tasks. (KFT)

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ASSESSMENT

A Development Guidebook for Teachers of English-Language Learners

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Trainer's Manual

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The contents of this publication were developed under Cooperative Agreement Number RJ96006501 with the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and endorsement of the contents by the federal government would not be assumed.

ASSESSMENT: A Development Guidebook for Teachers of English-Language Learners

TRAINER'S MANUAL

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April 1999

workshops on assessment
for teachers of English-Language Learners

Assessment and Evaluation Program
Northwest Regional Educational Laboratory - 101 SW Main Street, Suite 500 - Portland, Oregon 97204

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Acknowledgements

We are grateful to the many people who provided input on the materials and format of our ELL guidebook, *Assessment: A Development Guidebook for Teachers of English-Language Learners*. This *Trainer's Manual*, its companion volume, would not be complete without the effort of the teachers listed below who attended the first workshop for developing performance-based assessment tasks, contributed the examples presented herein, and offered suggestions for refinement of the content and format of this publication. We are deeply appreciative of their contribution of time and expertise.

Mary Bohanan, Delta/Greely School District, Delta Junction, Alaska
John Magas, Toppenish High School, Toppenish, Washington
Michael Christensen, Kiona-Benton City School District, Benton City, Washington
Helen-Marie Maguire, Holmes Elementary, Wilder, Idaho
Tim Davison, Toppenish High School, Toppenish, Washington
Rafael Ortíz, Snake River Elementary, Nampa, Idaho
Carrie Drye, Arlee Elementary School, Arlee, Montana
Karen Richards, Tacoma School District, Tacoma, Washington
Maria Frieboes, Cascade Middle School, Seattle, Washington
Juanita Salazar, Van Buren Elementary School, Caldwell, Idaho
Christine Garbe, Anchorage School District, Anchorage, Alaska
Molli Sipe, Fairbanks North Star Borough School District, Fairbanks, Alaska
Joyce Gleason, Santiam Canyon School District, Gates, Oregon
Lisa Smith, Matanuska-Susitna School District, Palmer, Alaska
Bryon Kennedy, Kershaw Intermediate School, Sugar City, Idaho
Dora Iglesias Wiedholz, William Thomas Middle School, American Falls, Idaho
Nancy Larum, Hellgate High School, Missoula, Montana

We also thank the continuous effort of professionalism contributed by **Margaret Gunn** for format, **Kathy Petersen** for editing, and **Marjorie Wolfe** for cover design; they were instrumental in the final publication of this manual.

And to all educators who use this manual, feel free to contribute your suggestions and materials to enlarge and improve upon this assessment process; we welcome your continued interest and input and we extend our appreciation.

OVERVIEW

workshops on assessment
for teachers of English-Language Learners

RATIONALE

The current reform movement in education (i.e., Goals 2000, IASA-Title I) has recognized the need for performance-based student assessments. This type of assessment has shown itself to be an effective tool, particularly with students who are English-Language Learners, for teachers in estimating student academic abilities, and in the subsequent formation of student educational plans.

The challenge of formulating the most appropriate performance-based tasks for English-Language Learners (ELLs) that will yield the most pertinent information possible is now being addressed by teachers. The criteria to measure these tasks precede the development of the tasks themselves and are of premier importance.

PURPOSE OF THE WORKSHOPS

The general purpose of these workshops is to provide teachers of English-Language Learners with information on six important aspects of assessment development:

- Proven **reform initiatives**
- Content and performance **standards**
- **Guidelines** to consider when assessing English-Language Learners
- Use of **testing accommodations** with English- Language Learners
- Mechanisms that could be used when **initially identifying English-Language Learners**
- Elements to be included in **databases** for English-Language Learners

More specifically, these workshops provide teachers of English-Language Learners with:

- **Criteria** that could be included in the development of performance-based assessment tasks
- **Checklists of criteria** that are related to specific content standards
- **Rubrics** to determine student proficiency levels
- **Sample performance-based tasks** to serve as a guide in developing your own assessment tasks
- **Scoring sheets** that provide a record of student proficiency levels, subject content for which students have been tested, languages in which students have been tested, and which, if any, testing accommodations have been used

TITLES OF THE WORKSHOPS

The four workshops for the development of assessments include:

- **Workshop Introduction**: Preliminary Considerations When Planning ELL Assessment and Database Development
- **Workshop 1**: Development of Assessment Instruments to Measure English-Language Learners' Native-Language and English-Language Proficiency
- **Workshop 2**: Development of Assessment Instruments for Initial Instructional Placement of English-Language Learners in Mathematics and Reading
- **Workshop 3**: Development of Assessment Instruments to Measure Academic Achievement of English-Language Learners in Mathematics and Reading

INTRODUCING THE WORKSHOPS

Workshops 1, 2, and 3 should be prefaced with the same preliminary information in the **Workshop Introduction,** which covers preliminary planning and considerations when developing ELL student assessments. Once this introductory section is presented, each of the three separate workshops then takes on its own special description and purpose.

Materials Needed

- **The guidebook**, *Assessment: A Development Guidebook for Teachers of English-Language Learners*. Portland, OR: Northwest Regional Educational Laboratory, 1999
- **The training manual**, companion to the guidebook above.
- **Workshop materials,** which include **overhead transparencies (OT), participant handouts, and examples of performance-based tasks**. These materials accompany this manual but come as a separately packaged set of individual sheets suitable for making clear transparencies and paper copies as needed.
- Lists of **school standards**, **school reform initiatives**, and other relevant school materials pertaining to ELL school programs
- **Classroom materials**, which the participants should bring with them, to use in developing their own performance-based tasks

The following tables are presented to give you a brief look at each workshop format, the materials and activities that will be used, and the estimated duration of presentation and discussion. Please feel free to be flexible in the organization of your workshop, as appropriate for your group and time limits.

WORKSHOP INTRODUCTION: Preliminary Considerations in Developing Performance-Based Assessments for Use With English-Language Learners

Topic	Activity	Duration	Materials
Overview	Presentation	5 minutes	
Agenda	Discussion; Distribution of the Guidebook and Other Materials	5 minutes	OT-1
I. School Reform Initiatives for Teachers of English-Language Learners	Presentation/Discussion	15-20 minutes	OT-2A-D
II. Performance and Content Standards for Teachers of English-Language Learners	Distribution of Standards	5 minutes	OT-3
• Assessment Qualities	Presentation/Discussion	10 minutes	OT-4A-B
• Providing Adaptations		5 minutes	OT-5
• Performance-Based Instruments		5 minutes	OT-6
• Levels of Proficiency		5 minutes	OT- 7
III General Guidelines to Use When Assessing English-Language Learners	Presentation/Discussion	10 minutes	OT-8A-8C
IV. Testing Accommodations for English-Language Learners	Presentation/Discussion	10-15 minutes	OT-9A-9F
V. Development of Assessment Instruments to Identify English-Language Learners	Presentation/Discussion	5 minutes	OT-10A-E
VI. Development of Databases for English-Language Learners Programs	Presentation/Discussion	10 minutes	OT-11A-B

WORKSHOP 1: Development of Assessment Instruments to Measure English-Language Learners' Native-Language and English-Language Proficiency			
Topic	**Activity**	**Duration**	
Introduction	Distribution of the Guidebook; Presentation/Discussion	5 minutes	OT-W1:1
Overview	Presentation/Discussion	5 minutes	OT-W1:2
The Four Language Skills and Their Traits	Presentation/Discussion	10 minutes	OT-W1:3, OT-W1:4, OT-W1:5, OT-W1:6
Testing Conditions	Presentation/Discussion	5 minutes	OT-W1:7
Keep In Mind	Presentation/Discussion	5 minutes	OT-W1:8A-C
Creating Performance-Based Tasks	Presentation/Discussion	15 minutes	OT-W1:9
Using the Content Checklists	Presentation/Discussion	15 minutes	OT-W1:10 OT-W1:11
Skill Number One: Reading The Checklist, The Rubric, The Scoring Sheet	Development of Performance-Based Task for Reading	75 minutes	OT-W1:12 OT-W1:13 OT-W1:14
Skill Number Two: Writing	Development of Performance-Based Task for Writing	75 minutes	OT-W1:15
Skill Number Three: Speaking	Development of Performance-Based Task for Speaking	75 minutes	OT-W1:16
Skill Number Four: Listening	Development of Performance-Based Task for Listening	75 minutes	OT-W1:17

WORKSHOP 2: Development of Assessment Instruments For Initial Instructional Placement of English-Language Learners in Mathematics and Reading			
Topic	**Activity**	**Duration**	
Introduction	Presentation	5 minutes	OT-W2:1
Overview of the Workshop— Measuring Mathematics and Reading Skills	Distribution of Guidebook & Materials, Presentation/Discussion	5 minutes	OT-W2:2A OT-W2:2B OT-W2:2C
I. Developing Mathematics Performance-Based Tasks	Instruction	10 minutes	OT-W2:3 OT-W2:4
Some Considerations	Discussion	10 minutes	OT-W2:5&6
A. Calculations and Estimations The Checklist, Rubric, and Scoring Sheet	Discussion; Create Task	30 minutes	OT-W2:7 OT-W2:8 OT-W2:9
B. Measurement	Create Task	30 minutes	OT-W2:10
C. Statistics and Probability	Create Task	30 minutes	OT-W2:11
D. Algebraic Relationships	Create Task	30 minutes	OT-W2:12
E. Geometry	Create Task	30 minutes	OT-W2:13
II. Reading Skills	Presentation/Discussion	10 minutes	OT-W2:14
Some Considerations	Discussion	10 minutes	OT-W2:15
A. Word Meaning - The Checklist, Rubric, and Scoring Sheet	Discussion; Create Task	30 minutes	OT-W2:16 OT-W2:17 OT-W2:18
B. Literary Elements and Devices	Create Task	30 minutes	OT-W2:16
C. Literary Forms	Create Task	30 minutes	OT-W2:16
D. Evaluative Comprehension	Create Task	30 minutes	OT-W2:16
E. Literal Comprehension	Create Task	30 minutes	OT-W2:16
F. Inferential Information	Create Task	30 minutes	OT-W2:16

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WORKSHOP 3: Development of Assessment Instruments to Measure the Academic Achievement of English- Language Learners in Mathematics and Reading			
Topic	**Activity**	**Duration**	
Introduction	Presentation	5 minutes	OT-W3:1
I. Achievement in Mathematics	Presentation; Distribution of the Guidebook & Materials	5 minutes	OT-W3:2
Using the Checklists	Presentation/Discussion	10 minutes	OT-W3:3A&B
The Five Skill Areas	Presentation/Discussion	5 minutes	OT-W3:4
Some Considerations	Discussion	10 minutes	OT-W3:5 & 6
A. Number Sense, Properties, and Operations	Create task	35 minutes	OT-W3:7
B. Measurement	Create task	35 minutes	OT-W3:8
C. Geometry and Spatial Sense	Create task	35 minutes	OT-W3:9
D. Data Analysis, Statistics, and Probability	Create task	35 minutes	OT-W3:10
E. Algebra and Functions	Create task	35 minutes	OT-W3:11
The Mathematics Scoring Rubric	Discussion/Score	5 minutes	OT-W3:12
The Scoring Sheet	Discussion/Record Score	5 minutes	OT-W3:13
II. Achievement in Reading	Presentation/Discussion	10 minutes	OT-W3:14
The Three Reading Situations	Presentation/Discussion	10 minutes	OT-W3:15
Some More Considerations	Presentation/Discussion	5 minutes	OT-W3:16A&B
A. Reading for Literary Experience	Create task	40 minutes	OT-W3:17
B. Reading to Be Informed	Create task	40 minutes	OT-W3:18
C. Reading to Perform a Task	Create task	40 minutes	OT-W3:19
The Reading Scoring Rubric	Discussion/Score	10 minutes	OT-W3:20
The Scoring Sheet	Discussion/ Record Score	10 minutes	OT-W3:21

INTRODUCTION:

Preliminary Considerations When Planning English-Language Learners Assessment and Database Development

workshops on assessment
for teachers of English-Language Learners

Present this INTRODUCTION at the beginning of Workshops 1, 2, and 3, as appropriate.

Overhead Transparency OT-1

introduction

Handout Materials

- Distribute the following materials to the participants:

  The guidebook: *Assessment: A Development Guidebook for Teachers of English-Language Learners*

  Participant **handouts/checklists** (Appendix B)

  A list of the school's **reform initiatives** (if available)

  A list of the school's **content and performance standards** (if available)

  Copies of the school's **instruments used to identify English-Language Learners** (if available)

- Allow participants to look briefly through these materials.

The guidebook, *Assessment: A Guidebook for Teachers of English-Language Learners* is the primary tool for these workshops and is identified throughout this manual as "the guidebook." It contains all checklists, rubrics, scoring sheets, and samples. Participants should each have their own copy. In addition, any references to page numbers used in this manual and in the overheads and samples, which direct trainer and participants to specific information, are page numbers in the guidebook and should be identified as such.

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Overhead Transparency OT-2A to 2D school reform initiatives

School Reform Initiatives

- Have participants turn to **page 9-10** in the guidebook.
- **Show Overhead Transparencies OT: 2A, followed by 2B, 2C, and 2D.**
- As you show each transparency, discuss each of the reforms listed on them (there are a total of 12).
- Refer participants to their own school reform initiatives.
- Have participants take some time to compare reforms in the guidebook to their own school reforms. Participants can use the **Checklist #1 handout** for keeping a record or making notes for themselves for future reference.
- Discuss with participants what should be the next step, if any, in having their school adopt some or all of the reform initiatives listed in the guidebook.

TRAINER NOTES for OVERHEAD TRANSPARENCY 2A

School reform initiatives for English-Language Learners clearly begin at the grass-roots level, with you, the teacher. Reforms that have been proven effective with/for ELLs have included the following and are presented for your consideration:

- **Assessments** that measure performance or application of skills (not just recall or comprehension) **that are performance-based** are most effective for ELLs
- **High standards** set for ELLs (whether proficient in English or not) in English literary and other academic areas, **guide the development of the curriculum** (remedial or basic skills curriculums are not effective)
- In rigorous academic environments, **limited-English proficiency is not an obstacle in achieving high standards**

TRAINER NOTES for OVERHEAD TRANSPARENCY 2B

- **Innovation** in organizing time and teaching resources **fosters the acquisition of high learning expectations** for English-Language Learners
- **Transition** to all-English instruction **is cautiously planned** and most often individualized
- Instructional **preparation** is often completed **with other teachers**

TRAINER NOTES for OVERHEAD TRANSPARENCY 2C

- ELL **teachers have a strong influence** in their own professional development and organization of the school
- ELL teachers are **firmly involved** in **curriculum planning**
- Teachers of regular, all-English classes are **trained in second language acquisition theory and teaching techniques**

TRAINER NOTES for OVERHEAD TRANSPARENCY 2D

- Schools attending to ELLs develop strategies for organizing the **positive influences of culture, family, and community** for their students' academic experience
- ELL students' academic success is increased by schools that pay attention to **nurturing the whole child**
- Performance-based assessments are systemically **aligned with content standards and language development goals** for ELL students, including outcome assessments in the students' native language

Overhead Transparency OT-3
content and performance standards

Content and Performance Standards

- Have participants take out their state content and performance standards.
- Explain origin of standards.
- **Show Overhead Transparency OT-3.**
- Discuss the relationship between standards and a correctly designed assessment tool.

TRAINER NOTES for OVERHEAD TRANSPARENCY 3

Definition of Content and Performance Standards

Reauthorization of the ESEA (Elementary and Secondary Education Act of 1965) under the new title of IASA (Improving America's Schools Act of 1994) and the Goals 2000 legislation are current federal legislation that have provided the impetus for the development of challenging content and performance standards for all children. By defining what knowledge and skills should be learned (content standards) and by setting the levels of student achievement (performance standards), you and your students will have clear parameters of teaching and learning expectations.

Overhead Transparency OT-4A & 4B
assessment qualities

Assessment Qualities

- ❖ Have participants turn to **page 11** in the guidebook.
- ❖ **Show Overhead Transparencies OT-4A and then OT-4B.**
- ❖ Discuss each of the assessment qualities listed (a total of seven).
- ❖ Using the **Checklist #2 handout**, and keeping the content and performance standards in mind, have participants compare listed assessment qualities with qualities of assessments used at their school. Recorded information can be shared with others and used for future reference.
- ❖ Discuss with participants what should be the next step, if any, in having their school adopt some or all of the assessment qualities listed in the guidebook.

TRAINER NOTES for OVERHEAD TRANSPARENCY 4A

To insure that the knowledge and skills contained in content standards meet the expectations of the performance standards developed for all children, assessments shall:

- Be the same assessments used to measure the performance of all children
- Be aligned with challenging content and student performance standards
- Provide coherent information about student attainment of such standards
- Be used for purposes for which such assessments are valid and reliable

TRAINER NOTES for OVERHEAD TRANSPARENCY 4B

- Measure the proficiency of students in the academic subjects in which a state has adopted challenging content and student performance standards
- Be administered at some time during grades 3 to 5, grades 6 to 9, and grades 10 to 12
- Involve up-to-date measures of student performance

Overhead Transparency OT-5: providing adaptations

Providing Adaptations

- ❖ **Show Overhead Transparency OT-5.**
- ❖ Explain to participants that details on testing accommodations will be presented further along in this introductory presentation.

TRAINER NOTES for OVERHEAD TRANSPARENCY 5

Providing Adaptations in ELL Testing

- The assessment must provide for reasonable adaptations and accommodations
- To the extent practicable, the assessment should be in the language and form most likely to yield accurate and reliable information on what students know and can do, to determine students' mastery of skills in subjects other than English

Overhead Transparency OT-6: student performance instruments

Student Performance Instruments

- Discuss listed examples of performance-based assessment instruments **page 12** in the guidebook.
- **Show Overhead Transparency OT-6.**
- Discuss with participants what types of performance-based assessments are being used in their school. Participants may use the **Checklist #3 handout,** to record which, if any, of the instruments are being used. Recorded information can be shared with others and used for future reference.
- Discuss with participants what should be the next step, if any, in having their school adopt some or all of the assessment instruments listed.

TRAINER NOTES for OVERHEAD TRANSPARENCY 6

Student Performance Instruments

Examples of up-to-date measures of student performance include:

- Criterion-referenced tests
- Multiple-choice tests
- Writing samples
- Completion of graphic representations
- Standardized tests
- Observation checklists
- Performance of exemplary tasks
- Performance events
- Portfolios of student work

Overhead Transparency OT-7: levels of proficiency

Levels of Proficiency

- Have participants refer to **page 12** in the guidebook.
- **Show Overhead Transparency OT-7.**
- Explain to participants that the operational definitions of each of these proficiency levels are specific to the rubrics to be used in each task for each content area. These will be presented later in the workshop in greater detail.
- Discuss with participants what types of proficiency levels are being used in their school to measure ELL proficiency.
- Discuss with participants what should be a next step, if any, for the school to adopt proficiency level categories as listed in the guidebook.

TRAINER NOTES for OVERHEAD TRANSPARENCY 7

Levels of Proficiency

In an effort to meet the need of establishing language and academic content proficiency levels, three levels of proficiency have been developed for each rubric and scoring sheet presented in this document. These levels of proficiency are consistent with those proposed in current federal legislation; they are:

- Partially proficient
- Proficient
- Advanced proficient

Each type of assessment developed should have similar levels of proficiency established for ease of comparison and reporting of student proficiency levels. **If available, you may want to consider using those same levels of proficiency as prescribed by your state, district, or school performance and content standards.**

Overhead Transparency OT-8A, 8B, & 8C: general guidelines

General Guidelines to Be Aware of When Assessing ELLs

- Have participants turn to **page 13** in the guidebook.
- **Show Overhead Transparencies OT-8A, followed by OT-8B and OT-8C.**
- Review the guidelines on each of these transparencies with the participants (a total of six).

TRAINER NOTES for OVERHEAD TRANSPARENCY 8A

Some general parameters to consider when developing and administering your assessment instruments for/with ELLs include the following:

- Even though students may have been taught the subject content in one language, this does not necessarily imply that testing should occur in that language
- To the extent possible, assessment for the purposes of identification and placement of ELL students should include some measure of their native-language proficiency

TRAINER NOTES for OVERHEAD TRANSPARENCY 8B

- Assessment should be in the language and form most likely to yield accurate and reliable information on what the ELL student knows and can do
- Students should be allowed to demonstrate what they can do in their own unique ways

TRAINER NOTES for OVERHEAD TRANSPARENCY 8C

Each ELL has his/her own cultural conventions that must be honored, for example:

- Some groups of ELLs, because of cultural upbringing, do not grant individual displays of achievement, as this is considered bad manners
- Some ELLs will not embarrass others by providing a correct response to a question previously answered incorrectly by a peer

By being aware of the foregoing **and developing positive attitudes** toward ELL students, **equitable assessment of ELLs can occur**.

It is also necessary that ELL teachers **link the value of performance-based assessment with instruction**. A tool for consideration with which one may monitor this link is the student's portfolio.

Overhead Transparency OT-9A to 9E: testing accommodations

Testing Accommodations

- Have participants turn to **page 16** in the guidebook.
- You may, or may not, choose to show **Overhead Transparency OT-9A** (all 10 accommodations) while you provide the general trainer's notes below.
- Following your introductory comments, show, consecutively, **Overhead Transparencies OT-9B, 9C, 9D,9E,and 9F.** (Two accommodations are listed on each transparency).
- As you show the overheads, discuss each of the 10 listed accommodations.
- Refer participants to the **Checklist #4** handout. Discuss with participants what types of accommodations are being used in their school.

Discuss with participants what should be a next step, if any, for the school to adopt accommodations as listed in the guidebook.

❖

TRAINER'S NOTES for OVERHEAD TRANSPARENCY 9A

Testing Accommodations for English-Language Learners (the complete list)

Many children who are English-Language Learners have never taken a formal test in school. Others have no experience with specific test formats (i.e., fill in the bubble) nor testing environments. Thus, you may find it prudent to teach test-taking skills. If an ELL student lacks these types of testing experiences, to be tested using the English language when not proficient in this language compounds the anxiety he/she normally encounters.

To ensure equitable testing situations for ELLs, the Testing and Educational Standards endorse adaptations of the types listed on **page 16** of the guidebook.

These accommodations are presented for use when testing English-Language Learners. They will not compromise the integrity of the assessment and will provide you, in most cases, with a better understanding of the student's ability for the subject content being assessed.

The accommodations are numbered and may be referenced by you on each scoring sheet provided in the guidebook.

Not all English-Language Learners need all the accommodations listed. Pick those that you feel would fit your situation to obtain the best test results for each individual learner. Some ELLs may not need any assessment accommodations.

TRAINER'S NOTES
for OVERHEAD TRANSPARENCIES 9B to 9F
(two on each transparency)

Accommodation Number	**Accommodation**
Overhead Transparency - 9B	
1	Some children require longer response times. They process information more slowly in the less familiar language. Allow this type of child ample time to respond.
2	Some children may be easily disturbed by noise and other distracting testing conditions. Test this type of child in a separate room.
Overhead Transparency - 9C	
3	Some children may be intimidated by native English-speaking test administrators. Test this type of child with a native-language (L1)-speaking test administrator.
4	Some children do not do well with structured testing times, that is, being tested when everyone else is being tested. Provide this type of child with a flexible testing schedule.
Overhead Transparency - 9D	
5	Some children become exhausted faster than others do when being tested. Test this child in shorter assessment periods.
6	Prior to testing, show the student how to use a dictionary. When appropriate, provide the child with a dictionary, in either L1 and/or English, to be used when tested.

Overhead Transparency - 9E	
7	If an L1 test administrator is not available, have the instructions audiotaped by an L1 speaker. Use the audiotape with the student being tested.
8	The test administrator may respond to questions in L1 when asked for clarification by the student being tested.
Overhead Transparency - 9F	
9	Prior to actual testing, provide the student with workshops, in L1, on testing and practice the testing conditions.
10	Decrease the English-language demands of the assessment. Remove all superfluous expressions and/or declarations from the test. Use simple, short, straightforward phrases in testing.

Overhead Transparency OT-10A to 10E: instruments used to identify ELLs

Developing Assessment Instruments to Identify ELLs

- Have participants turn to **pages 18, 19, 20. and 21** in the guidebook.
- **Optional** – You may or may not choose to show **Overhead Transparency OT-10A** (a list of the three instruments on one page) as you give your introductory comments.
- After introductory comments, **show each instrument individually: OT-10B** (Home Language Survey), **10C** (Teacher Observation), **and 10D** (Teacher Interview).
- Discuss each instrument briefly.
- Show **Overhead Transparency OT-10E** (Scoring Sheet for Identifying ELLs).
- Discuss briefly how this form reflects the responses gathered on the previous instruments.
- Discuss with participants what types of instruments for identifying ELLs are being used in their school.
- Discuss with participants what should be a next step, if any, for the school to adopt instruments, such as those in the guidebook, to identify ELLs.

TRAINER NOTES for OVERHEAD TRANSPARENCY 10A

Indentifying ELLs

When a student first enters your classroom and has been initially identified as being an English-Language Learner (ELL), the first step in validating this perception is to formalize the identification process.

You may accomplish this by developing a home language survey, a teacher observation instrument, and a teacher interview. Once developed, the information gained from the administration of any or all of these instruments, will help determine that:

- The student ***is not*** an English-Language Learner, or
- The student ***is*** an ELL, and should be assessed for native- and English-language proficiency, and may be assessed for initial instructional placement

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The following checklists for each type of instrument, i.e., Home Language Survey, Teacher Observation Instrument, and Teacher Interview, will give you an idea of basic information that should be collected to determine whether a student could be an ELL. Adapt these examples to your situation as you see fit.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY 10B

A home language survey may be sent to the student's home for response by his/her guardian or may be used in an interview with the guardian. When this form has been completed, responses, which indicate a language other than English, are recorded on the *Identifying English-Language Learners Scoring Sheet.*

Home Language Survey

*Student's Name*______________________ *Date*________________

Please respond to the following questions. This information will assist me as I develop an instructional plan for your child. Should you have any questions or concerns about anything on this form you are welcome to contact me, at

____
(Teacher's phone number)

1. What language do you use most often when speaking with your child?
2. What language does your child use most often when speaking with you?
3. What language does your child use most often when speaking with his/her siblings and/or friends?

Thank you for answering these questions.
Please have your child return this completed form to his/her teacher.

TRAINER NOTES for OVERHEAD TRANSPARENCY 10C

The teacher uses a Teacher Observation Form as he/she observes student English-language proficiency during conversation. **Place a checkmark in those boxes that apply.** When completed, responses are recorded on the Identifying English-Language Learners Scoring Sheet.

Teacher Observation Form

*Student's Name*____________________ *Date*________________

☐ 1. When asked a question or given direction in English, the student does not respond appropriately.

☐ 2. The student is using a language other than English.

☐ 3. Conversation with the student indicates his/her English skills are not developmentally sound.

TRAINER NOTES for OVERHEAD TRANSPARENCY 10D

In an informal setting with the student, the teacher answers the following questions and places a check mark in the appropriate box. Any question **with the answer "No"** is recorded on the *Identifying English-Language Learners Scoring Sheet*.

Teacher Interview

*Student's Name*________________________________ *Date*__________________

1. Is the student able to speak English proficiently for his/her developmental (age or grade) level?
☐ Yes ☐ No

2. Is the student able to write English proficiently for his/her developmental (age or grade) level?
☐ Yes ☐ No

3. Is the student able to read English proficiently for his/her developmental (age or grade) level?
☐ Yes ☐ No

4. Does the student use English most often when speaking with his/her peers?
☐ Yes ☐ No

TRAINER NOTES for OVERHEAD TRANSPARENCY 10E

Responses from the Home Language Survey, and/or Teacher Observation Form, and/or Teacher Interview Form should be recorded by the teacher on the scoring sheet below.

Identifying English-Language Learners Scoring Sheet

*Student's Name*____________________ *Date*_______________

Instrument Used	Responses
Home Language Survey:	Check box for each question from survey where the response indicates other than English.
Question 1	☐
Question 2	☐
Question 3	☐
Teacher Observation Form:	Check box for each question that was checked off on the Teacher Observation Form.
Question 1	☐
Question 2	☐
Question 3	☐
Teacher Interview:	Check box for any response from the Teacher Interview Form which was marked "No."
Question 1	☐
Question 2	☐
Question 3	☐
Question 4	☐

A check mark next to any of these responses may indicate the child is an English-Language Learner; however, this is not conclusive. Further evaluation is warranted to make this determination.

Overhead Transparency OT-11A & 11B: developing a database

Developing a Database

- Have participants turn to Chapter 9, **page 169**, in the guidebook.
- **Show Overhead Transparency OT-11A.** Discuss the steps leading to the establishment of an ELL assessment database.
- Then, have participants turn to chapter 9, **page 171**.
- Have participants refer to **Checklist #5** in their handouts while you discuss the next transparency. **Show Overhead Transparency OT-11B.**
- Review quickly the items on the checklist. Discuss with participants whether they have a database, what items are included, how to use the data collected to draw comparisons, facilitate placement, plan lessons, etc., for English-Language Learners.
- Discuss with participants what should be a next step, if any, for the school to create or adapt a current database to accommodate ELL assessment.

TRAINER NOTES for OVERHEAD TRANSPARENCY 11A

Criteria for the Database

This unit will provide you, the classroom teacher, with guidance on those criteria that should be included in a database that serves English-Language Learners. In most cases, you would **provide this discussion and checklist to your database administrator or program evaluator to develop**.

Before actually developing a database for programs serving ELLs, **a discussion with district administration and school administration** needs to be held. In this discussion all databases currently in use, and all variables included in these various databases, must be presented. It may be that a database for ELLs is already available.

If not available, **the database should be relational**. That is, **a variable that is unique to an individual student is maintained in all databases** so when data is called for from one database, this variable is used as the common variable from which to compare or draw data. An example of a common variable to identify a specific student in various databases is associating the student with the same identification number throughout all databases.

A term that you need to be familiar with and apply in your database development is **"disaggregation of data."** Disaggregating data on your database will **enable you to compare different groups of students on similar outcome results**. An example of data disaggregation would be when you compare the average mathematics achievement score of your fifth grade class of English-Language Learners against the overall average mathematics achievement score for the entire fifth grade. Should your comparison show your students were performing at a higher level than the entire fifth grade in math, your instructional methodology could be adopted and practiced throughout the fifth grade.

The type of data that should be kept in databases serving ELL programs is a reflection of local school district and school building policy. In the following checklist, variables to be included in your database are presented for your consideration. Most ELL programs should, however, be able to disaggregate data by gender, major racial and ethnic group, native-language and English-language proficiency status, migrant status, students with disabilities as compared to non-disabled students, and economically disadvantaged students as compared to students who are not economically disadvantaged.

When developing your database **seek professional assistance if needed**. The following information is presented for your consideration as you formulate the requisites of the database and of what you are going to accomplish with the database.

TRAINER NOTES for OVERHEAD TRANSPARENCY 11B

The following is a sample of an ELL Program Database Content Checklist.

ELL Program Database: Content Checklist

Instructions: As you create the field listed below in your relational database, check the box next to the variable given.

☐ 1. Student Identification Number
☐ 2. Student Name
☐ 3. Student Address
☐ 4. Student Telephone Number
☐ 5. Student's Principal Caretaker Name
☐ 6. Student Principal Caretaker Telephone # (Work and Home)
☐ 7. Attendance
☐ 8. Tardiness
☐ 9. Discipline
☐ 10. Race
☐ 11. Ethnicity
☐ 12. Gender
☐ 13. Income level (participating in free school lunch program)
☐ 14. Native-language proficiency (initial score—interim score—end-of-year score)
☐ 15. English-language proficiency (initial score—interim score—end-of-year score)
☐ 16. Disability
☐ 17. Migrant
☐ 18. LEP
☐ 19. All other student demographic information
☐ 20. Mathematics assessment scores (initial score—interim score—end-of-year score)
☐ 21. Reading assessment scores (initial score—interim score—end-of-year score)
☐ 22. All other subject content area assessment scores (initial score—interim score—end-of-year score)
☐ 23. Title I
☐ 24. Title VII
☐ 25. Title IX
☐ 26. All other titles in which student is participating
☐ 27. State Performance Standards
☐ 28. State Content Standards
☐ 29. Any other performance or content standards
☐ 30. Any other variables on which student data may need to be maintained

WORKSHOP 1:

Development of Assessment Instruments to MEASURE English-Language Learners' NATIVE-LANGUAGE AND ENGLISH-LANGUAGE PROFICIENCY.

Present WORKSHOP INTRODUCTION (first section of this trainer's manual) before beginning Workshop 1

The guidebook, *Assessment: A Guidebook for Teachers of English-Language Learners* is the primary tool for these workshops and is identified throughout this manual as "the guidebook." It contains all checklists, rubrics, scoring sheets, and samples. Participants should each have their own copy. References to page numbers used in this manual and in the overheads and samples, which direct trainer and participants to specific information, are page numbers in the guidebook and should be identified as such.

WORKSHOP 1

Overhead Transparency OT-W1:1

introduction

Overview

- **Display Overhead Transparency OT-W1:1.**

Introduce workshop.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W1:1

The Council of Chief State School Officers defines English-language proficiency in this way:

"A fully English-proficient student is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom."

Overhead Transparency OT-W1:2

overview

Overview

- **Display Overhead Transparency OT-W1:2** (a general overview of what the workshop will cover).
- Discuss briefly this overview of the workshop.

Overhead Transparencies OT-W1:3, W1:4, W1:5, and W1:6

the four language skills

The Four Language Skills

- ❖ **Show Overhead Transparency OT-W1:3.**
- ❖ Present the definitions of the four language skills.
- ❖ **Continue with Overhead Transparencies W1:4 (reading), W1:5 (writing), & W1:6 (speaking and listening).**
- ❖ Using the trainer's notes below, discuss the traits to be assessed for each of the four language skills.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W1: 3

Four language skills contribute to proficiency; they are:

- **Reading**—the ability to comprehend and interpret text at the age- and grade-appropriate level
- **Writing**—the ability to produce written text with content and format fulfilling classroom assignments at the age- and grade-appropriate level
- **Speaking**—the ability to use oral language appropriately and effectively in learning activities (such as peer tutoring, collaborative learning activities, and question/answer sessions) within the classroom and in social interactions within the school
- **Listening**—the ability to understand the language of the teacher and instruction, comprehend and extract information, and follow the instructional discourse through which teachers provide information

Overhead Transparencies W1:4, W1:5, and W1:6 the four language skills:

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W1:4

When measuring either reading or writing, you will find that each have six associated analytic traits:

The six traits to be assessed in **READING** are:

- **decoding conventions**
- **establishing comprehension**
- **realizing context**
- **practicing interpretation**
- **integrating for synthesis**
- **critiquing for evaluation**

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W1:5

In assessing **WRITING**, the traits to be evaluated are:

- **ideas and content**
- **organization**
- **voice**
- **word choice**
- **sentence fluency**
- **conventions**

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W1:6

Research has identified three general traits of competent communication in **SPEAKING AND LISTENING**. These traits are:

- **effectiveness**

  (note: as defined, effectiveness is not appropriate for measuring listening)
- **appropriateness**
- **responsiveness**

Each communication trait "has both a verbal and nonverbal dimension and reflects the transactional nature of communication." These traits should be accounted for in the performance-based tasks used to assess speaking and listening, as appropriate.

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Overhead Transparency OT-W1:7
testing conditions

Testing Conditions

- **Show Overhead Transparency OT-W1:7.**
- Explain that testing should occur in both L1 and L2 and take place in a natural setting.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W1:7

When children are progressing through the developmental levels of language learning (that is: non-verbal language, telegraphic speech, productive language, language mixing, and code switching), **the length of stay within each of those stages varies by individual** as they progress towards proficiency in the language they are learning.

When developing a language-proficiency measure, you are determining a student's language-specific skills and weaknesses in the native language and in English for the language skills presented. **Conduct your initial assessment** of the student's proficiency **in his/her native language and in English, with naturally occurring language, and in authentic settings, not in a test setting**

Do not time the assessment; allow the student to answer in the amount of time it requires him/her to respond.

Overhead Transparency OT-W1:8A to 8C facts to keep in mind

Facts to Keep in Mind...

- **Show, in order, Overhead Transparencies OT-W1:8A, W1:8B, and W1:8C.**
- Discuss these items to alert participants to **special considerations** that they should anticipate during testing.

TRAINER'S NOTES for OVERHEAD TRANSPARENCIES W1: 8A, 8B, & 8C

When developing your assessments keep in mind that:

OT W1:8A	• The requirements to communicate as a child are quite different from the requirements to communicate as an adult (the child's constructions are shorter and simpler, and vocabulary is relatively small—especially in the second language)
OT W1:8B	• Students have inhibitions and are embarrassed when they make mistakes in L2 (English) • Children are likely to be more shy and more embarrassed before their peers
OT W1:8C	• Children from some cultural backgrounds are extremely anxious when singled out and called upon to perform in a language they are in the process of learning

There are strong connections between a culture's ways of organizing life, its ways of using language, and its approach to problem solving. Students' beliefs, ways of construing the world, and presuppositions about what is possible or meaningful will affect their interpretation of problems.

Overhead Transparency OT-W1:9

developing language proficiency performance-based assessments—how it works!

Developing a Performance-Based Assessment Task:

how it works

- Refer participants to **Chapter 6** of the guidebook, and to the language skills rubrics found in **Appendices A-C**
-
- **Show Overhead Transparency OT-W1:9.**
- Explain that each language skill task developed will be with the aid of:
- **A content checklist** for each language skill with which to structure each assessment task
- **The rubrics** which disclose all assessment traits of the skills and which are used in scoring the ELL's performance, and
- **A scoring sheet** on which to record performance levels in each skill. The scoring sheet reflects all assessment information and will be helpful in determining language proficiency of the ELL in L1 and L2, and in following his/her progress. As a convenience to teachers, **scoring for L1 performance is on one side; scoring for L2 performance is on the other.**
- Remind participants that the **rubrics**, which cover all traits of each of the four language skills, are explained in abbreviated form on **pages 29-45** of the guidebook and that the same material is found, in extended form, at the end of the guidebook as:
  Appendix A (Reading),
  Appendix B (Writing), and
  Appendix C (Speaking and Listening)

how it works (cont.)

- Explain briefly to the participants that while they formulate a task for each language skill, they should refer to, and be familiar with, the materials in the appropriate appendix, which defines, in detail, relevant assessment traits.
- Explain that after participants develop a task, it will be discussed in the workshop. By considering how a student might complete the task, participants can then apply the rubric and scoring sheet to complete the assessment.

Examples of performance-based assessment tasks for each of the language skills are included in the guidebook (**pages 46-49**). They provide a graphic presentation of how a developed task relates to the content checklists and the rubrics, with guidebook page references included. Trainers have the option of using these examples (available as single sheets in the separately-packaged workshop materials accompanying this manual) as overheads or workshop handouts, or by referring participants to them in the guidebook. However the following should also be stated:

"Develop your own tasks, don't just copy the examples. Use innovation in developing your tasks that will measure what you are assessing given your unique situation. At first, developing these tasks may seem very challenging, but after completing a couple of them, you will see just how effective they will be in your assessment, and they will become much more effortless to develop."

Overhead Transparency OT-W1:10 & 11
using the content checklist

Using the Content Checklist

- ❖ **Show Overhead Transparency OT-W1:10.**
- ❖ Read through the instructions with participants.
- ❖ **Show Overhead Transparency OT-W1:11.**
- ❖ Mention the special instruction for developing tasks for Listening and Speaking.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W1:10

You will be developing **four performance-based assessment tasks—one each for reading, writing, speaking and listening**—that will measure the language proficiency of your student. These tasks may be developed in the student's native language and/or in English. **Use the content checklists to ensure that the listed criteria are included in the task you are developing.**

- **Instructions:** Check each box once you have included that item in your assessment task. If you are not addressing the area listed, provide a rationale in the "Comments" section provided. This will remind you later on why you did not include this skill.
- (You may want to **familiarize yourself with the scoring rubric for each skill** before, or as, you develop the respective task.)

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W1:11

- (NOTE: **Listening and Speaking are to be measured in a GROUP SETTING**. Even though listening and speaking may be measured simultaneously, be sure to check the skills listed on the content checklist provided for each and combine them in your performance-based task.)

Overhead Transparency OT- W1:12
skill number one: reading

Skill Number One

READING

- Have participants turn to **pages 26-27** of the guidebook for the performance-based reading content checklist.
- **Show Overhead Transparency OT-W1:12.**
- Explain the checklist items.
- Have participants also refer to **Appendix A** of the guidebook and explain that it contains a more comprehensive description of the traits for the skill of reading (which were shown earlier) and how assessment is related to each.
- **Leave OT-W1:12 on screen. Have participants use Appendix A as an aid while developing their reading task.**
- Instruct participants to develop a performance- based task for reading in L1 (native language) and/or L2 (English).
- After the tasks are written, participants can review one against the checklist to confirm that it meets the criteria suggested.
- As you observe the performance-based task for reading being presented, have participants refer to the abbreviated reading rubrics on **pages 29-34** and the scoring sheet on **pages 51-52** of the guidebook. By considering how a student might complete the task, participants can then apply the rubric and scoring sheet to complete the assessment.

  If you prefer, use the *Sample Performance-Based Task on Reading,* found on **page 46** of the guidebook, to illustrate how a created performance-based task relates to the reading content checklist and the reading rubrics.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W1:12

SKILL NUMBER ONE—READING

Does the task provide a means for the student to:

☐ 1. **Search for information**
Comments:

☐ 2. **Interrelate ideas**
Comments:

☐ 3. **Generalize**
Comments:

☐ 4. **Summarize**
Comments:

☐ 5. **Explain information**
Comments:

Overhead Transparency OT-W1:13
the scoring rubric

The Scoring Rubric

- ***Show Overhead Transparency OT-W1:13***
- Explain to participants that this is **just the first of the six reading traits** from the reading rubrics.
- Discuss with participants how the abbreviated rubric on the transparency acts as a ready reference to scoring as they develop their performance-based task.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W1:13

The language-proficiency rubrics are intended to assist you in making an accurate judgment as you assess whether a student needs language instructional assistance for the language you are assessing, be it L1 (native language) or L2 (English). A condensed rubric, consistent with the expanded materials in the appendices, is provided for each of the four language-proficiency skills—Reading, Writing, Speaking, and Listening, beginning on **page 29** of the guidebook. Sample performance-based tasks, found on **pages 46-49** of the guidebook, are also provided for guidance.

1. READING: DECODING CONVENTIONS

Conventions are the "frame" for a text. They are the grammar and punctuation used to help clarify the ideas and messages. Conventions are also the "genre"—or type of a text. Some types of genres include: poetry, essay, fiction, and non-fiction. Conventions can also be the types of speech used in a text. Readers move between the types of conventions to decode different kinds of texts.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The student is just beginning to decode conventions.
3	The student is half-way there to understanding the impact of conventions.
5	The student is using conventions to make meaning clear.

Sample Performance-Based Task: Reading

Sample of a **LANGUAGE-PROFICIENCY** performance-based task for measuring **Skill Number 1, READING**, for students in grades 5 through 8. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to read and interpret tables. Refer to the content checklist on pages 26-27, the scoring rubric on pages 29-34, and Appendix A of the guidebook for more detailed guidance.

CONTENT CHECKLIST Pages 26-27

Search for information

Explain information

Generalize

Interrelate ideas

Summarize

TV Tonight

	7:00	7:30	8:00	8:30	9:00	9:30	10:00	10:30	11:00
ABC	Wheel of Fortune	Jeopardy	Home Improvement	Caroline in the City	20/20		Local News	Nightline	
NBC	Frazier	Seinfield	M*A*S*H	Friends	ER		Local News	Tonight Show w/ Jay Leno	
CBS	The Cosby Show	The Nanny	Diagnosis Murder		Walker, Texas Ranger		Local News	Late Show w/ David Letterman	
ESPN	Bull Riding		Sport Center		NFL: Oakland VS. Seattle				
DISC.	Spytek		Movie Magic	Movie Magic	National Geographic		Wings	Justice File	

DISC=Discovery

ASSESSMENT: Looking at the television schedule above, answer the following questions:

1. At what time and channel(s) does the local news come on T.V.?
2. What does "DISC" mean?
3. If you can only watch one hour of television tonight, what will you watch? (list time and channel) Why did you choose that show(s)?
4. What might you see at 8:30 on ABC?
5. Using the chart above, create your own television guide below. Fill in the time on the first line on the chart. On the second line write the show that you would want to watch at that time.

6. List three criteria you would use in choosing a show:

SAMPLE -LANGUAGE PROFICIENCY: READING

SCORING RUBRICS Pages 29-34

Decoding Conventions

Establishing Comprehension Questions 1, 2, 4 & 5

Realizing Context Questions 1,2 & 3

Practicing Interpretation Questions 3 & 5

Integrating for Synthesis Question 5

Critiquing for Evaluation Question 6

Overhead Transparency OT-W1:14 **the scoring sheet**

The Scoring Sheet

- Refer to pages **51-52** in the guidebook.
- ***Show Overhead Transparency OT-W1:14.***
- Explain how the scoring sheet is used in recording student proficiency levels in both L1 and L2.

Name of student ______________________ Grade __________ Date of birth __________

Date of assessment __________ Name of person doing assessment ______________________

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 16: List of Accommodations)

L2 (English) 1 2 3 4 5 6 7 8 9 10

Circle the appropriate score for each skill in the following matrix: (see Sec.6, pp. 29-45 for Scoring Rubrics)

Skill Area	Scores obtained when assessed in L2				**Comments:**
		Partially Proficient	Proficient	Advanced Proficient	
READING					
Decoding Conventions	0	1	3	5	
Establishing Comprehension	0	1	3	5	
Realizing Context	0	1	3	5	
Practicing Interpretation	0	1	3	5	
Integrating for Synthesis	0	1	3	5	
Critiquing for Evaluation	0	1	3	5	
WRITING					
Ideas and Content	0	1	3	5	
Organization	0	1	3	5	
Voice	0	1	3	5	
Word Choice	0	1	3	5	
Sentence Fluency	0	1	3	5	
Conventions	0	1	3	5	
SPEAKING					
Effectiveness	0	1	3	5	
Appropriateness	0	1	3	5	
Responsiveness	0	1	3	5	
LISTENING					
Effectiveness	***Note: Effectiveness, as previously defined, is not appropriate for measuring listening**				
Appropriateness	0	1	3	5	
Responsiveness	0	1	3	5	

See reverse for scoring Language Proficiency in L1 (Native Language)

Overhead Transparency OT-W1:15
skill number two: writing

Skill Number Two

WRITING

- Have participants turn to **page 27** of the guidebook for the performance-based writing content checklist.
- **Show Overhead OT-W1:15.**
- Explain the checklist items.
- Have participants also refer to **Appendix B** of the guidebook. Explain that the appendix provides a more comprehensive description of the traits for the skill of writing (which were shown earlier) and how assessment is related to each.
- **Leave OT-W1:15 on screen. Have participants consult Appendix B as an aid while developing their writing task.**
- Instruct participants to develop a performance-based task for writing in L1 (native language) and/or in L2 (English).
- After the tasks are written, participants can review one against the content checklist to confirm that it meets the criteria suggested.
- As you observe the performance-based task for writing being presented, have participants refer to the abbreviated writing rubrics on **pages 35-40** and the scoring sheet on **page 51-52** of the guidebook. By considering how a student might complete the task, participants can then apply the rubric and scoring sheet to complete the assessment.
- If desired, refer to the *Sample Performance-Based Task on Writing* on **page 47** of the guidebook to illustrate how a created performance-based task relates to the writing content checklist and writing rubrics.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W1:15

SKILL NUMBER TWO—WRITING

Does the task provide a means for the student to:

☐ 1. **Organize thoughts to express a point of view**
Comments:

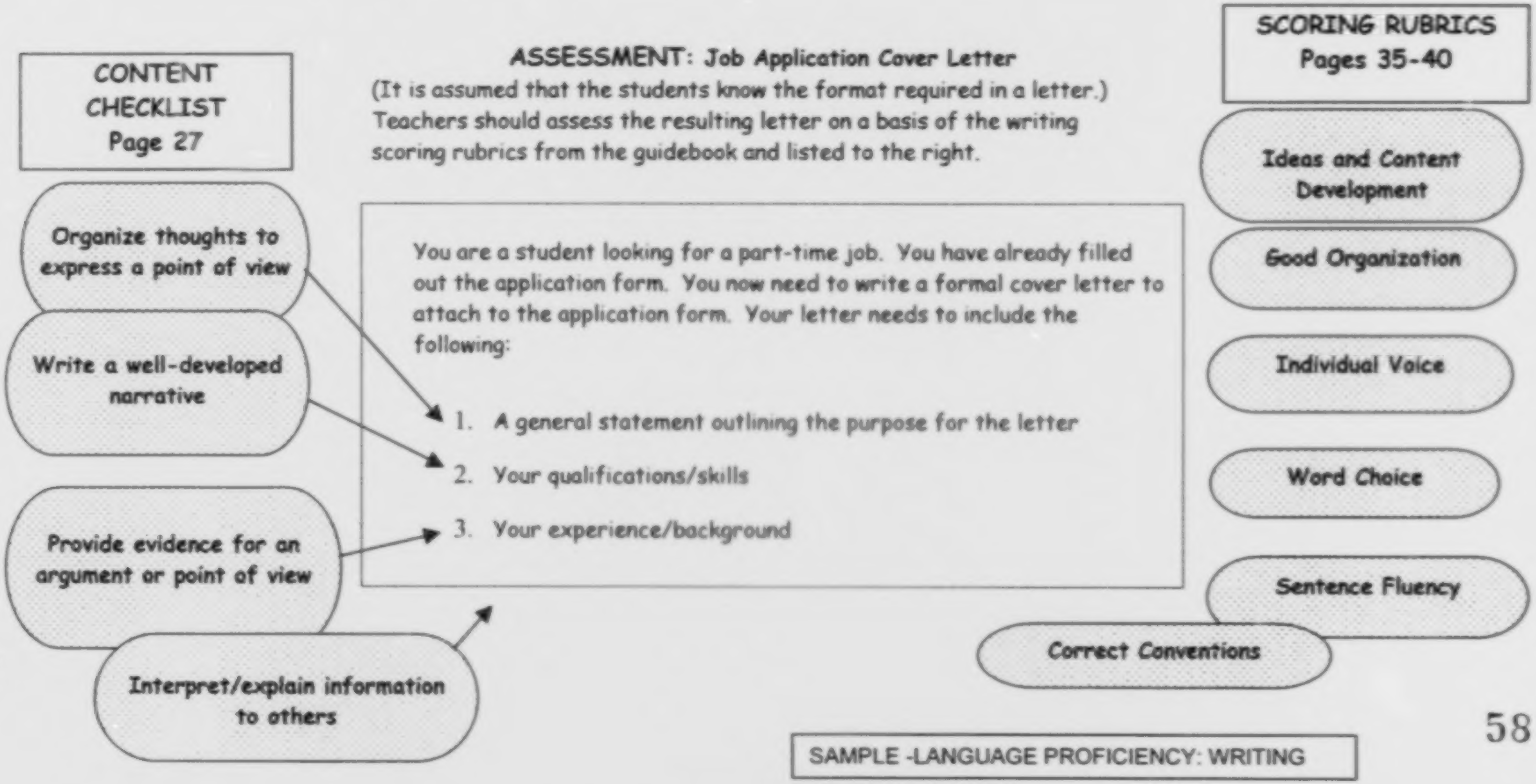
☐ 2. **Write a well-developed story**
Comments:

☐ 3. **Provide evidence for an argument or point of view**
Comments:

☐ 4. **Interpret/explain information to others**
Comments:

Sample Performance-Based Task: Writing

Example of a **LANGUAGE-PROFICIENCY** performance-based task for measuring **Skill Number 2: WRITING** for students in grades 9 through 12. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to write a letter. Refer to the content checklist on page 27, the scoring rubrics on pages 35-40, and Appendix B **of the guidebook** for more detailed guidance.



CONTENT CHECKLIST
Page 27

- **Organize thoughts to express a point of view**
- **Write a well-developed narrative**
- **Provide evidence for an argument or point of view**
- **Interpret/explain information to others**

ASSESSMENT: Job Application Cover Letter
(It is assumed that the students know the format required in a letter.) Teachers should assess the resulting letter on a basis of the writing scoring rubrics from the guidebook and listed to the right.

You are a student looking for a part-time job. You have already filled out the application form. You now need to write a formal cover letter to attach to the application form. Your letter needs to include the following:

1. A general statement outlining the purpose for the letter
2. Your qualifications/skills
3. Your experience/background

SCORING RUBRICS
Pages 35-40

- **Ideas and Content Development**
- **Good Organization**
- **Individual Voice**
- **Word Choice**
- **Sentence Fluency**
- **Correct Conventions**

SAMPLE -LANGUAGE PROFICIENCY: WRITING

Overhead Transparency OT-W1:16
skill number three: speaking

Skill Number Three

SPEAKING

- Have participants turn to **pages 27-28** of the guidebook for the performance-based speaking content checklist.
- **Show Overhead OT-W1:16.**
- Explain the checklist items.
- Have participants then refer to **Appendix C** of the guidebook and explain that this appendix contains a more comprehensive description of the traits for the skill of speaking (which were shown earlier) and how assessment is related to each.
- **Leave OT-W1:16 on screen. Have participants use Appendix C as an aid while developing their speaking task.**
- Instruct participants to develop a performance-based task for speaking in L1 (native language) and/or in L2 (English).
- After the tasks are written, participants can review one against the content checklist to confirm that it meets the criteria suggested.
- As you observe the performance-based task for speaking being presented, have participants refer to the abbreviated speaking rubrics on **pages 41-43** and the scoring sheet on **pages 51-52** of the guidebook. By considering how a student might complete the task, participants can then apply the rubric and scoring sheet to complete the assessment.
- If desired, refer to the *Sample Performance-Based Task on Speaking*, on **page 48** of the guidebook, to illustrate how a created performance-based task relates to the speaking content checklist and the speaking scoring rubric.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W1:16

SKILL NUMBER THREE—SPEAKING:
(to be assessed in a group setting)

Does the task provide a means for the student to:

☐ 1. **Express viewpoints effectively**
Comments:

☐ 2. **Communicate intentions and understandings**
Comments:

☐ 3. **Pose questions for clarification**
Comments:

☐ 4. **Participate effectively in group discussions**
Comments:

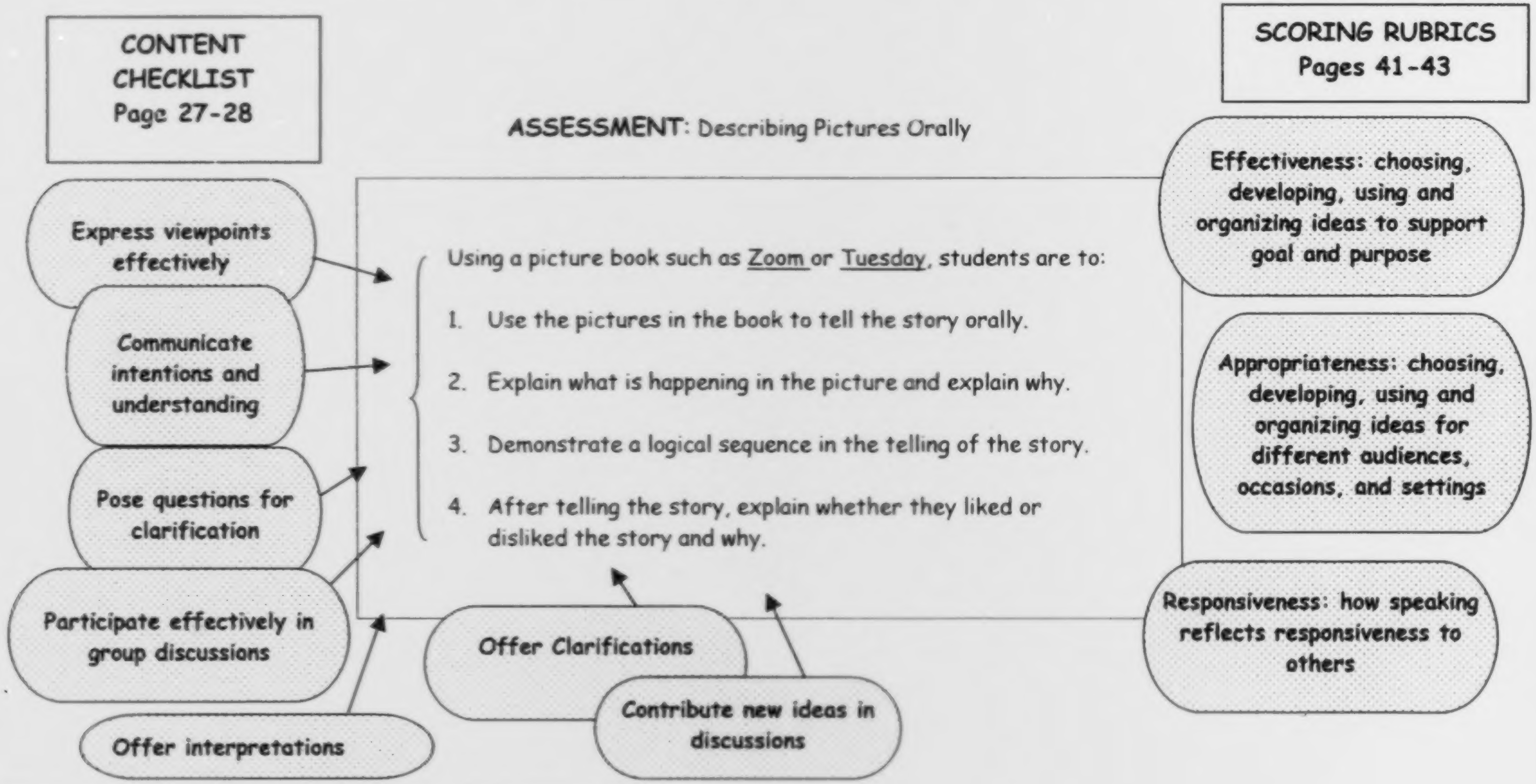
☐ 5. **Offer interpretations**
Comments:

☐ 6. **Offer clarifications**
Comments:

☐ 7. **Contribute new ideas in discussions**
Comments:

Sample Performance-Based Task: Speaking

Example of a **LANGUAGE-PROFICIENCY** performance-based task for measuring **Skill Number 3**, **SPEAKING** for students in grades 1 through 4. This task can be administered and responded to in either L1 or L2. Refer to the content checklist on pages 27-28, the scoring rubric on pages 41-43, and Appendix C **of the guidebook** for more detailed guidance.



CONTENT CHECKLIST
Page 27-28

SCORING RUBRICS
Pages 41-43

ASSESSMENT: Describing Pictures Orally

Using a picture book such as Zoom or Tuesday, students are to:

1. Use the pictures in the book to tell the story orally.
2. Explain what is happening in the picture and explain why.
3. Demonstrate a logical sequence in the telling of the story.
4. After telling the story, explain whether they liked or disliked the story and why.

Express viewpoints effectively

Communicate intentions and understanding

Pose questions for clarification

Participate effectively in group discussions

Offer interpretations

Offer Clarifications

Contribute new ideas in discussions

Effectiveness: choosing, developing, using and organizing ideas to support goal and purpose

Appropriateness: choosing, developing, using and organizing ideas for different audiences, occasions, and settings

Responsiveness: how speaking reflects responsiveness to others

SAMPLE -LANGUAGE PROFICIENCY: SPEAKING

Overhead Transparency OT-W1:17
skill number four: listening

Skill Number Four

LISTENING

- Have participants turn to **page 28** of the guidebook for the performance-based listening content checklist.
- **Show Overhead OT- W1:17.**
- Explain the checklist items.
- Refer participants to **Appendix C** of the guidebook and explain that it contains a more comprehensive description of the traits for the skill of listening (which were shown earlier) and how assessment is related to each.**"Effectiveness" is not an appropriate trait for measuring listening and will not be found in the scoring rubric.**
- **Leave OT-W1:17 on screen.** Have participants use **Appendix C** as an aid while developing their listening task.
- Instruct participants to develop a performance-based task for listening in L1 (native language) and/or in L2 (English).
- After the tasks are written, participants can review one against the content checklist to confirm that it meets the criteria suggested.
- As you observe the performance-based task for listening being presented, have participants refer to the abbreviated listening rubrics on **pages 44-45** and the scoring sheet on **pages 51-52** of the guidebook. By considering how a student might complete the task, participants can then apply the rubric and scoring sheet to complete the assessment.
- If desired, refer to the *Sample Performance-Based Task on Listening* on **page 49** of the guidebook to illustrate how a created performance-based task relates to the listening content checklist and the listening rubric.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W1:17

SKILL NUMBER FOUR—LISTENING:
(to be assessed in a GROUP SETTING)

Does the task provide a means for the student to:

☐ 1 **Grasp concepts presented orally**
Comments:

☐ 2 **Understand clarifications when presented**
Comments:

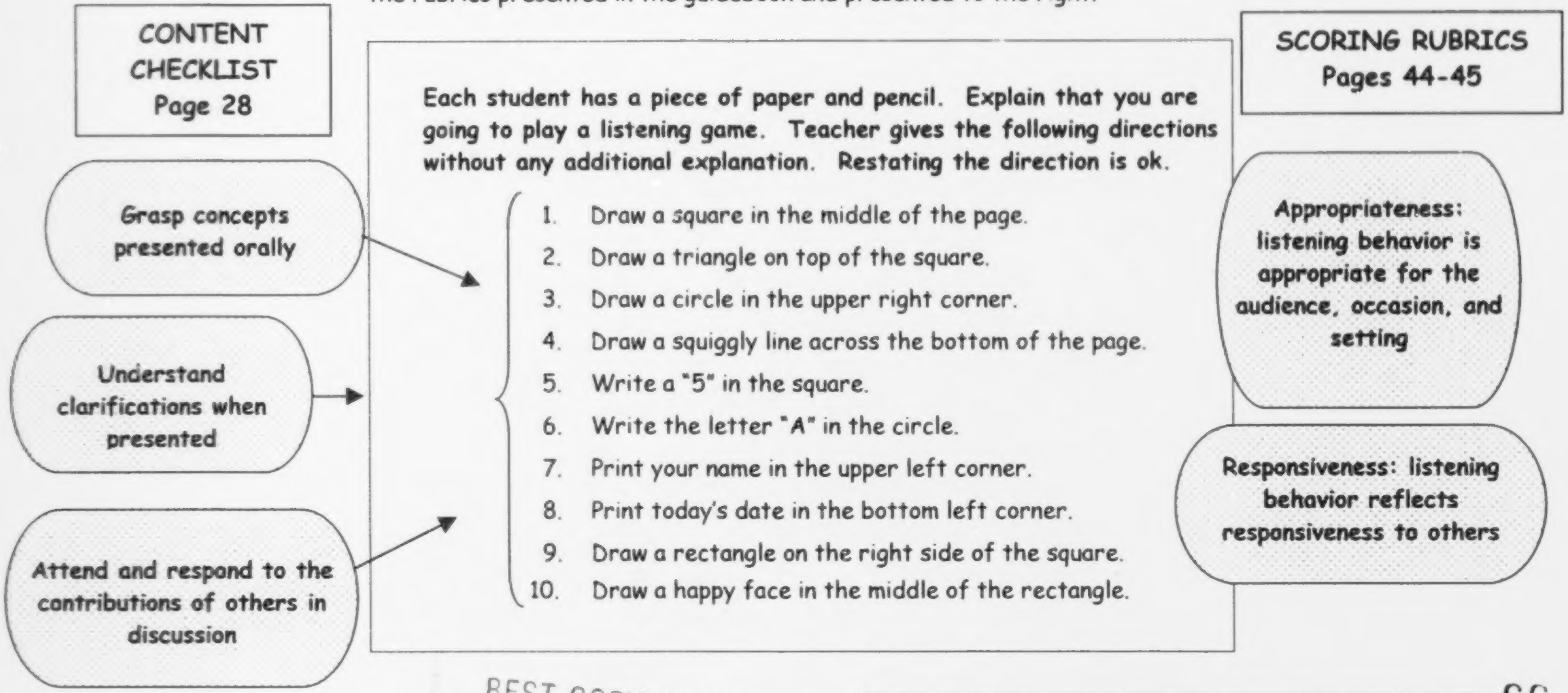
☐ 3. **Attend and respond to the contributions of others in discussion**
Comments:

Sample Performance-Based Task: Listening

Example of a **LANGUAGE-PROFICIENCY** performance-based task for measuring **Skill Number 4, LISTENING** for students in grades 1 through 4. This task can be administered and responded to in either L1 or L2. Refer to the Content Checklist on page 28, the Scoring Rubrics on pages 44-45, and Appendix C **of the guidebook** for more detailed guidance.

ASSESSMENT: Listening to Directions

Teachers may want to score this task on the 10 directions, 1 point per correct direction followed. However, scoring for listening should follow the rubrics presented in the guidebook and presented to the right.



CONTENT CHECKLIST
Page 28

Grasp concepts presented orally

Understand clarifications when presented

Attend and respond to the contributions of others in discussion

Each student has a piece of paper and pencil. Explain that you are going to play a listening game. Teacher gives the following directions without any additional explanation. Restating the direction is ok.

1. Draw a square in the middle of the page.
2. Draw a triangle on top of the square.
3. Draw a circle in the upper right corner.
4. Draw a squiggly line across the bottom of the page.
5. Write a "5" in the square.
6. Write the letter "A" in the circle.
7. Print your name in the upper left corner.
8. Print today's date in the bottom left corner.
9. Draw a rectangle on the right side of the square.
10. Draw a happy face in the middle of the rectangle.

SCORING RUBRICS
Pages 44-45

Appropriateness: listening behavior is appropriate for the audience, occasion, and setting

Responsiveness: listening behavior reflects responsiveness to others

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SAMPLE -LANGUAGE PROFICIENCY: LISTENING

WORKSHOP 2:

Development of Assessment Instruments for INITIAL INSTRUCTIONAL PLACEMENT of English-Language Learners in Mathematics and Reading

workshops on assessment
for teachers of English-Language Learners

Present WORKSHOP INTRODUCTION
(first section of this trainer's manual)
before beginning Workshop 2

The guidebook, *Assessment: A Guidebook for Teachers of English-Language Learners,* is the primary tool for these workshops and is identified throughout this manual as "the guidebook." It contains all checklists, rubrics, scoring sheets, and samples. Participants should each have their own copy. References to page numbers used in this manual and in the overheads and samples, which direct trainer and participants to specific information, are page numbers in the guidebook and should be identified as such.

WORKSHOP 2

Overhead Transparency OT-W2:1

overview

Overview

- **Display OT-W2:1.**
- Read this introductory statement to begin the workshop.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:1

Regardless of whether a child is poor or rich, speaks English or another language, is white or brown, is Native American or any other ethnicity, **all children pass through similar stages of cognitive development**. However, individuals may have different mental "growth spurts" and are not able to think at higher levels than what they are ready for. Thus, **initial assessment for program placement is an important need** for teachers as well as the student him/herself.

Overhead Transparency OT-W2:2A:
initial program placement

Measuring Skills for
Initial Program
Placement

- ❖ **Display OT-W2:2A.**
- ❖ Discuss briefly this overview of the workshop.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:2A

Initial program placement will be the focus of Workshop 2. Performance-based assessment tasks will be developed to determine the academic level of **mathematics** and **reading** skills of English-Language Learners.

Overhead Transparency OT-W2:2B
measuring skills in mathematics

Measuring Skills in
Mathematics

- ❖ **Display OT-W2:2B.**
- ❖ Discuss briefly the skill areas associated with mathematics.
- ❖ Remind participants to keep in mind the testing considerations discussed in the Introductory Workshop.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:2B

Skills measured for initial instructional placement in mathematics

Initial program placement for mathematics instruction will be measured by developing performance-based tasks for the following skill areas:

- **Calculations and estimations**
- **Measurement**
- **Statistics and probability**
- **Algebraic relationships**
- **Geometry**

Overhead Transparency OT-W2:2C measuring skills in reading

Measuring Skills in Reading

- ❖ **Display OT-W2:2C.**
- ❖ Discuss briefly the skill areas associated with reading.
- ❖ Remind participants to keep in mind the testing considerations discussed in the Introductory Workshop.

TRAINER'S NOTES for OVERHEAD TRANSPARENCYW2:2C

Skills measured for initial instructional placement in reading

Initial program placement for reading will be measured by developing performance-based tasks for the following skill areas:

- **Word meaning**
- **Literary elements and devices**
- **Literary forms**
- **Evaluative comprehension**
- **Literal comprehension**
- **Inferential information**

Overhead Transparency OT-W2:3 developing performance-based tasks for initial placement in mathematics—how it works!

Developing Performance-Based Tasks for Initial Placement in Mathematics

HOW IT WORKS!

- Have participants turn to **pages 55-56** in the guidebook.
- **Display Overhead Transparency OT-W2:3.**
- Explain that each mathematics skill performance-based task developed will be with the aid of:
    1. A **checklist** for each Math Skill with which to structure each assessment task
    2. A **scoring rubric** used to score each performed task
    3. A **scoring sheet** on which to record performance levels in each skill. The scoring sheet reflects collected assessment information that will be helpful in initially placing the ELL and following his/her progress. As a convenience to teachers, **scoring for L1 performance is on one side; scoring for L2 performance is on the other**
- Explain that after participants develop a task, it will be discussed in the workshop. By considering how a student might complete the task, participants can then apply the rubric and scoring sheet to complete the assessment.

Examples of performance-based assessment tasks for each of the mathematics skill areas are included in the guidebook (**pages 58-64**). They provide a graphic presentation of how a developed task relates to the checklists and the rubrics, with guidebook page references included. Trainers have the option of using these samples (see Appendix C in this trainer's manual) as overheads or workshop handouts, or by referring participants to them in the guidebook. However the following should also be stated:

"Develop your own tasks, don't just copy the examples. Use innovation in developing your tasks that will measure what you are assessing given your unique situation. At first, developing these tasks may seem very challenging, but after completing a couple of them, you will see just how effective they will be in your assessment, and they will become much more effortless to develop."

Overhead Transparency OT-W2:4
measuring mathematics skills

Developing Performance-Based Tasks for Initial Placement in Mathematics

Measuring Mathematics Skills

- Have participants turn to **page 55** in the guidebook.
- **Display Overhead Transparency OT-W2:4.**
- Review the basic instructions.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:4

You will be developing **five performance-based assessment tasks**, one task **to measure each of the skills** shown to you—"Calculations and Estimations," "Measurement," "Principals of Statistics and Probability," "Algebraic Relationships," and "Geometry"—for a total of five tasks.

MEASURING THE FIVE MATHEMATICS SKILLS

- **Calculations and estimations**
- **Measurement**
- **Statistics and probability**
- **Algebraic relationships**
- **Geometry**

Overhead Transparency OT-W2:5
some considerations

Developing Performance-Based Tasks for Initial Placement in Mathematics

SOME CONSIDERATIONS

- ❖ Have participants turn to **page 55** in the guidebook.
- ❖ **Display Overhead Transparency OT-W2:5.**
- ❖ Continue with the trainer's notes below.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:5

Obviously , your tasks would need to be tailored to the English-Language Learner's:

- **cognitive developmental level** (use age as a guide)
- **language proficiency** in English and in their native language (some children may be proficient in their native language, others may not be)
- **culture** (not all children have gone to school; others have experienced war; others have experienced or are experiencing culture shock at having arrived in a foreign land, etc.)

The tasks may be developed in L1 or in English. **Use the following checklist to ensure that the criteria listed are included in the tasks you develop**.

Overhead Transparency OT-W2:6
some considerations

Developing Performance-Based Tasks for Initial Placement in Mathematics

SOME CONSIDERATIONS

- **Display Overhead Transparency OT-W2:6.**
- Have participants turn to **page 55** in the guidebook.
- Discuss the two considerations listed below.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:6

- Assessing students exclusively in English, a language in which they are not highly proficient, may not accurately reflect their level of knowledge related to the content of the test; therefore **assess ELLs in their native language when feasible** or **utilize the accommodations** presented, as appropriate, in Section Four of the guidebook

- When English skills are weak, **assess content knowledge through graphic-based means** (drawings, charts, tables, diagrams)

Overhead Transparency OT-W2:7
skill area one: calculations and estimations

Skill Area One

CALCUALTIONS
AND
ESTIMATIONS

- **Display Overhead Transparency OT-W2:7.**
- Have participants turn to **page 55** in the guidebook.
- **Leave OT-W2:7 on screen.**
- Have participants develop a performance-based task for "*Calculations and Estimations*" in L1 (native language) and/or L2 (English).
- After their tasks are written, participants can review one against the checklist to confirm that it meets the criteria suggested.
- As you observe the performance-based task for "*Calculations and Estimations*" being presented, have participants refer to the **mathematics scoring rubric on page 57** of the guidebook and the **mathematics scoring sheet on pages 65-66** of the guidebook to complete the assessment.
- If desired, refer to the *Sample Performance-Based Task on "Calculations and Estimations"* on **pages 58-59** of the guidebook to illustrate how a created performance-based task relates to the content checklist and rubrics for Mathematics Skill Area 1.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:7

MATHEMATICS CONTENT CHECKLIST
SKILL AREA ONE—CALCULATIONS AND ESTIMATIONS

Instructions: Check each box on the checklist once you have included that content item in your assessment task. If needed, a "Comments" section is provided for your notes under each skill.

Does the task provide a means for the student to do:

☐ 1 **Calculations and estimations with whole numbers**
Comments:

☐ 2. **Calculations and estimations with fractions**
Comments:

☐ 3. **Calculations and estimations with decimals**
Comments:

Overhead Transparency OT-W2:8
the mathematics scoring rubric

Mathematics
Scoring Rubric

- **Display Overhead Transparency OT-W2:8.**
- Have participants turn to **page 57** in the guidebook.
- Explain the use of the rubric.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:8

MATHEMATICS SCORING RUBRIC FOR INITIAL PLACEMENT

This rubric may be used in scoring the mathematical problems **for any grade level**.

MATHEMATICS	
Score	**Criteria**
0	The student has no response or indicates "I don't know" (says it, writes it, shrugs shoulders, etc.).
1	The student's work does not provide any indication, not even remotely, that the student has any idea of how to solve the problem.
3	The student's work shows a logical understanding of how to solve the problem. However, the response will not lead to a correct answer.
5	The student's work shows a logical understanding of how to reach a correct solution to the problem with no errors.

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Sample Performance-Based Task: Mathematics Skill Area 1

Example of an INITIAL PLACEMENT in MATHEMATICS performance-based task for measuring Skill Area One, CALCULATIONS AND ESTIMATIONS for students in grades 5 through 8. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to calculate and estimate whole numbers, fractions, and decimals. Refer to the Content Checklist on page 55 and the Scoring Rubric on page 57 of the guidebook for more detailed guidance.

CONTENT CHECKLIST
Page 55

Whole Numbers

SCORING RUBRIC
Page 57

ASSESSMENT: WHOLE NUMBERS

CALCULATIONS: Answer the following problems:

1. 14 25 +9	2. 74 -15	3. 100 -22	4. 6 x 3	5. 12 x 5
6. 31 x 17	7. $\frac{14}{2}$	8. $\frac{24}{3}$	9. 9/ 84	10. 61 / 1012

ESTIMATIONS. Circle your estimate to each problem from the choices below it.

1. 27 + 14 =	2. 110 + 73 =	3. 110 – 73 =	4. 7 X 40 =	5. 270 ÷ 9 =
a. 20	a. 150	a. 20	a. 280	a. 20
b. 30	b. 170	b. 30	b. 290	b. 30
c. 40	c. 180	c. 40	c. 300	c. 40

(continued below)

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

CONTENT CHECKLIST
Page 55

Fractions

ASSESSMENT: FRACTIONS

CALCULATIONS (use fraction strips): Complete these problems.

1.) ■■□□	+	■□□□	=__________
2.) ■■■■□□	+	■■□□□□	=__________
3.) ■■■■■■	+	■■■□□□	=__________

ESTIMATIONS: Circle your choice from the three estimates:

1.) ■■■■ + ■■■□ = a. 0 b. 1 c. 2

Circle your answer from the choices below each fraction:

3/8 is closest to:	1/6 is closest to:	5/7 is closest to:	9/11 is closest to:
a. 0	a. 0	a. 0	a. 0
b 1/2	b 1/2	b 1/2	b 1/2
c. 1	c. 1	c. 1	c. 1

Decimals

ASSESSMENT: DECIMALS

CALCULATIONS: Complete the following problems:

1 .12 .09 +.10	2. .57 -.12	3. $2.35 +.95	4. $1.14 -.84

ESTIMATIONS: Circle your estimate of the answer to each problem from the choices below it.

1. $5.00 + $1.30 =	2. .15 + .48 + 1.12 + =	3. $5.00 - $1.88 =
a. $6.00	a. 1.00	a. $1.00
b. $7.00	b. 2.00	b. $2.00
c. $8.00	c. 3.00	c. $3.00

SCORING RUBRIC
Page 57

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

SAMPLE – INITIAL PLACEMENT: MATHEMATICS: CALCULATIONS AND ESTIMATIONS

Overhead Transparency OT-W2:9
scoring sheet for mathematics initial instruction program placement

The Mathematics Scoring Sheet

- Have participants turn to **page 65** in the guidebook.
- **Display Overhead Transparency OT-W2:9.**
- Explain how to use this scoring sheet with the scoring rubric.
- Remind participants that the scoring sheet can be used to record student proficiency and progress as measured in L2 (English) on one side, and in L1 (Native Language) on the other.

Scoring sheet for Mathematics Initial Instructional Program Placement—Assessed in Native Language (L1)

Name of student ______________________ Grade ____________ Date of birth ______________________

Date of assessment ______________ Name of person doing assessment ______________________________

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 16: List of Accommodations)

L1 (Native Language) 1 2 3 4 5 6 7 8 9 10

Circle the appropriate score for each skill in the following matrix: (see Sec.7, pp. 57 for Scoring Rubric)

Skill Area	Scores obtained when assessed in L1 (Native Language)			
		Partially Proficient	Proficient	Advanced Proficient
Calculations and estimations	0	1	3	5
Measurement	0	1	3	5
Statistics and probability	0	1	3	5
Algebraic relationships	0	1	3	5
Geometry	0	1	3	5

Comments:

See reverse for scoring Mathematics Initial Instructional Program Placement when assessed in L2 (English)

Overhead Transparency OT-W2:10
skill area two: measurement

Skill Area Two:

MEASUREMENT

- **Display Overhead Transparency OT-W2:10.**
- Have participants turn to **page 56** in the guidebook.
- **Leave OT-W2:10 on screen.**
- Have participants develop a performance-based task for "*Measurement*" in L1 (native language) and/or L2 (English).
- After the tasks are written, participants can review one against the checklist to confirm that it meets the criteria suggested.
- As you discuss the performance-based task for "*Measurement*" being presented, have participants refer to the **mathematics scoring rubric on page 57** and the **mathematics scoring sheet on pages 65-66** to complete the assessment.
- If desired, refer to the *Sample Performance-Based Task on "Measurement,"* on **pages 60-61** of the guidebook to illustrate how a created performance-based task relates to the content checklist and rubrics for Mathematics Skill Area 2.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:10

SKILL AREA TWO—MEASUREMENT

Does the task provide a means for the student to do:

☐ 4. **Measurement involving length**
Comments:

☐ 5. **Measurement involving perimeter**
Comments:

☐ 6. **Measurement involving area**
Comments:

☐ 7. **Measurement involving volume**
Comments:

Sample Performance-Based Task: Mathematics Skill Area 2

Example of an INITIAL PLACEMENT in MATHEMATICS performance-based task for measuring Skill Area Two, MEASUREMENTS, for students in grades 1 through 4. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to apply the skill of measurement. Refer to the Content Checklist on page 56 and the Scoring Rubric on page 57 of the guidebook for more detailed guidance.

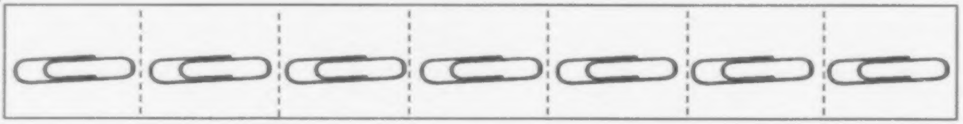
CONTENT
CHECKLIST
Page 56

Measuring Length

ASSESSMENT: Measurement Involving Length

Given a standard unit of measurement (i.e., 1 inch tag board square, unifix cube, paperclip, etc.) ask students to sort objects into groups which measure about 3 units long and then some 5 units long. Teachers should provide a measuring strip at least 6 units long (i.e., a piece of tag board divided into 12 squares, or 10 paperclips in a line copied onto paper) or a set of tag board squares, unifix cubes or paperclips.

(Examples of objects: pencil, index cards, small milk carton, eraser, penny, button, Post-it notes®, safety pin, postcard, chalk board eraser, stapler, chalk, etc.)



(continued)

SCORING
RUBRIC
page 57

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

CONTENT CHECKLIST
Page 56

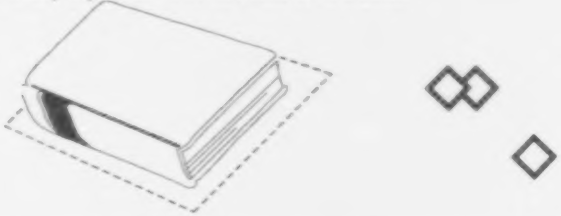
Measuring Perimeter

Measuring Area

Measuring Volume

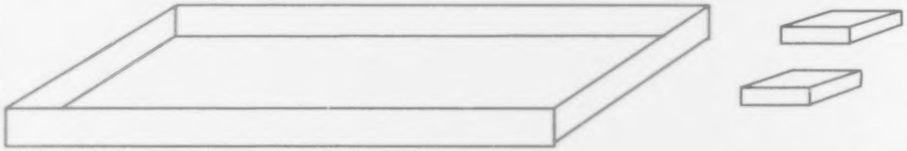
ASSESSMENT: Measurement Involving Perimeter

Using one-inch tag board squares, ask students to find the perimeter of a textbook or shoebox lid. If the term 'perimeter' is not known, the teacher can ask, "How many squares is it **around** this book?"



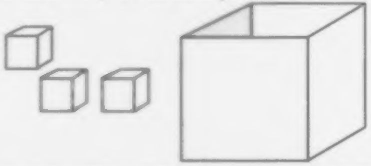
ASSESSMENT: Measurement Involving Area

Using 1 inch tag board squares ask students to find the area of a textbook or shoebox lid. If the term 'area' is not known, the teacher can ask, "How many squares can fit on the top surface of the book?" or "can go inside the box lid?"



ASSESSMENT: Measurement Involving Volume

Using cube manipulatives, students are asked to find the volume of a box. Be sure that the box chosen can be measured using whole units. If the word 'volume' is not known, the teacher can ask, "How many cubes can fit **inside** this box?"



SCORING RUBRIC
Page 57

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

SAMPLE – INITIAL PLACEMENT: MATHEMATICS: MEASUREMENTS

Overhead Transparency OT-W2:11
skill area three: statistics and probability

Skill Area Three:

STATISTICS
AND
PROBABILITY

- ❖ Have participants turn to **page 56** in the guidebook.
- ❖ **Display Overhead Transparency OT-W2:11 and leave it on the screen.**
- ❖ Have participants develop a performance-based task for " *Statistics and Probability"* in L1 (native language) and/or L2 (English).
- ❖ After the tasks are written, participants can review one against the checklist to confirm that it meets the criteria suggested.
- ❖ As you discuss the performance-based task for "*Statistics and Probability*" being presented, have participants refer to the **mathematics scoring Rubric on page 57** of the guidebook and the **mathematics scoring sheet on pages 65-66** of the guidebook to complete the assessment.
- ❖ If desired, refer to the *Sample Performance-Based Task on "Statistics and Probability"* on **page 62** of the guidebook to illustrate how a created performance-based task relates to the content checklist and rubrics for Mathematics Skill Area 3

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:11

SKILL AREA THREE—STATISTICS AND PROBABILITY

Does the task provide a means for the student to do:

☐ 8. **Analysis of data**
Comments:

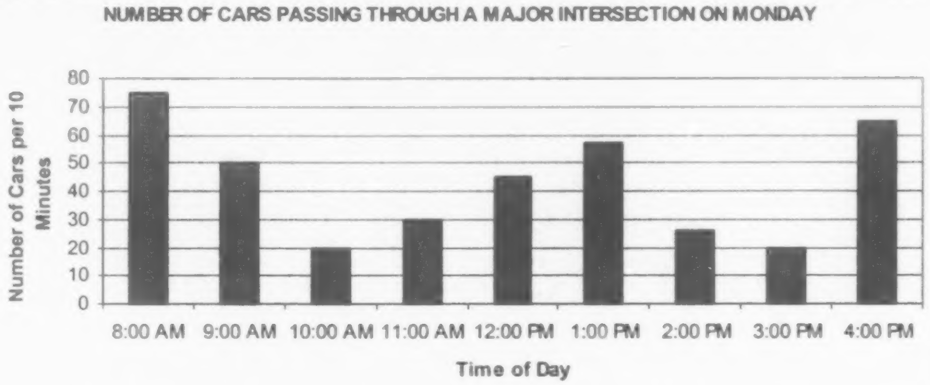
☐ 9. **Making of predictions**
Comments:

Sample Performance-Based Task: Mathematics Skill Area 3

Example of an INITIAL PLACEMENT in MATHEMATICS performance-based task for measuring Skill Area Three, PRINCIPLES OF STATISTICS AND PROBABILITY, for students in grades 9 through 12. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to analyze data and make predictions. Refer to the content checklist on page 56 and the scoring rubric on page 57 of the guidebook for more detailed guidance.

CONTENT CHECKLIST
Page 56

SCORING RUBRIC
Page 57



(From: A Teacher's Guide to Performance-Based Learning and Assessment, ASCD, No. 196021, April, 1996)

Analyzing Data

ASSESSMENT: Analysis of Data

a.) How many vehicles or cars went through the intersection at nine a.m.?
b.) At what time of day did the fewest number of vehicles go through the intersection?
c.) About how many vehicles went through the intersection the first 2 hours of the day?

Making Predictions

ASSESSMENT: Making Predictions

a.) Why do you think there are so many vehicles going through the intersection at 8:00 a.m. and 4:00 p.m.?
b.) If they counted cars at 5:00 p.m., do you think there will be more or fewer cars than at 4:00 p.m.?
c.) If they counted cars at 6:00 a.m., do you think there will be more or fewer cars than at 8:00 a.m.?
d.) Do you think this graph would show the same pattern if we counted vehicles on Saturday?

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

SAMPLE – INITIAL PLACEMENT: MATHEMATICS: PRINCIPLES OF STATISTICS AND PROBABILITY

Overhead Transparency OT-W2:12
skill area four: algebraic relationships

Skill Area Four:

ALGEBRAIC RELATIONSHIPS

- Have participants turn to **page 56** in the guidebook.
- **Display Overhead Transparency OT-W2:12, and leave it on the screen.**
- Have participants develop performance-based task for "*Algebraic Relationships*" in L1 (native language) and/or L2 (English).
- After the tasks are written, participants can review one against the checklist to confirm that it meets the criteria suggested.
- As you discuss the performance- based task for "*Algebraic Relationships*" being presented, have participants use the **mathematics scoring rubric on page 57** of the guidebook and the **mathematics scoring sheet on pages 65-66** of the guidebook to complete the assessment.
- If desired, refer to the *Sample Performance-Based Task on "Algebraic Relationships,"* on **page 63** of the guidebook, to illustrate how a created performance-based task relates to the content checklist and rubrics for Mathematics Skill Area 4.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:12

SKILL AREA FOUR: ALGEBRAIC RELATIONSHIPS

Does the task provide a means for the student to do:

☐ 10. **Determination of a pattern**
Comments:

☐ 11. **Determination of a function**
Comments:

Sample Performance-Based Task: Mathematics Skill Area 4

Example of an INITIAL PLACEMENT in MATHEMATICS performance-based task for measuring Skill Area Four, ALGEBRAIC RELATIONSHIPS for students in grades 9 through 12. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to determine a pattern and determine a function. Refer to the content checklist on page 56 and the scoring rubric on page 57 of the guidebook for more detailed guidance.

CONTENT CHECKLIST
Page 56

SCORING RUBRIC
Page 57

Determining Patterns

ASSESSMENT: Determination of a Pattern

Given a simple pattern (e.g., AABBAA), the student will continue the pattern. This can be done with colored unifix cubes, trading chips, pattern blocks or the font symbols on your computer. (If the teacher puts this test on a laminated index card, the students could point to the next symbol or draw it with an erasable marker.) Examples:

- ☺ ☺ 💧 💧 ☺ ☺ __ __
- ⚐ ⚐ ■ ⚐ ⚐ __ __
- ☼ ❄ ❄ ☼ ❄ ❄ ☼ ❄ __ __
- □ ● ♓ ● □ ● ♓ __ __

Given a number sequence the student will identify the missing numbers.

Example: 7, 9, ___, 13, ___, ___, ___,

5, ___, ___, 20, 25, ___, ___,

Determining Functions

ASSESSMENT: Determination of a Function

Given a "What's my rule" function machine, the students will determine the rule.

	-5
12	___
23	___
31	___

	x3
___	12
11	33
6	___

	.4
12	___
___	5
16	___

x	x/4
16	___
4	___
1	___

n	2(n+1)
7	12
15	33
20	___

x	3 (4-2x)
4	-12
2	___
___	6

0
No response
"I don't know"

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

SAMPLE – INITIAL PLACEMENT: MATHEMATICS: ALGEBRAIC RELATIONSHIPS

Overhead Transparency OT-W2:13
skill area five: geometry

Skill Area Five:

GEOMETRY

- Have participants turn to **page 56** in the guidebook.
- **Display Overhead Transparency OT-W2:13, and leave it on the screen.**
- Have participants develop a performance-based task for "*Geometry*" in L1 (native language) and/or L2 (English).
- After the tasks are written, participants can review one against the checklist to confirm that it meets the criteria suggested.
- As you discuss the performance-based task for being presented, have participants refer to the **mathematics scoring rubric on page 57** of the guidebook and the **mathematics scoring sheet on pages 65-66** of the guidebook to complete the assessment.
- If desired, refer to the *Sample Performance-Based Task on "Geometry,"* on **page 64** of the guidebook, to illustrate how a created performance-based task relates to the content checklist and rubrics for Mathematics Skill Area 5.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:13

SKILL AREA FIVE: GEOMETRY

Does the task provide a means for the student to do:

☐ 12. **Clarification of shapes**
Comments:

☐ 13. **Representation of geometric figures**
Comments:

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Sample Performance-Based Task: Mathematics Skill Area 5

Example of an INITIAL MATHEMATICS PROGRAM PLACEMENT performance-based task for measuring Skill Area Five, GEOMETRY for students in grades 5 through 8. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to classify shapes and identify geometrical figure. Refer to the content checklist on page 56 and the scoring rubric on page 57 of the guidebook for more detailed guidance.

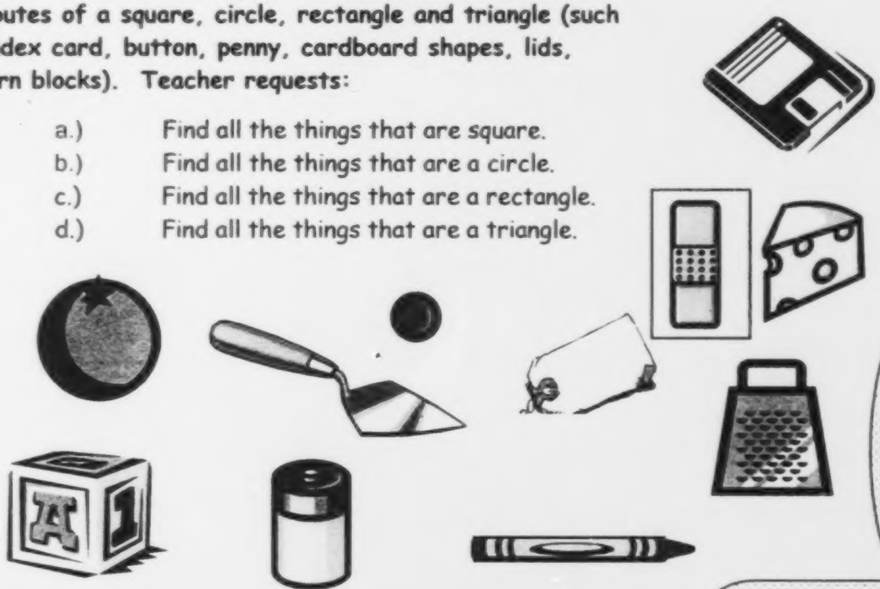
CONTENT CHECKLIST
Page 56

SCORING RUBRIC
Page 57

ASSESSMENT: Classification of shapes/ Representation of geometric figures

Students are given a collection of objects that have the attributes of a square, circle, rectangle and triangle (such as; index card, button, penny, cardboard shapes, lids, pattern blocks). Teacher requests:

a.) Find all the things that are square.
b.) Find all the things that are a circle.
c.) Find all the things that are a rectangle.
d.) Find all the things that are a triangle.



In addition to the task described above, students would classify parallelogram, hexagon, rhombus, cylinder, pyramid and sphere.

Classifying Shapes

Representing Geometric Figures

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

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Overhead Transparency OT:W-2:14
reading: the six traits

Developing
Performance-Based
Tasks for
Initial Placement in
READING

The Six Traits

- ❖ **Display Overhead Transparency OT-W2:14.**
- ❖ Have participants turn to **page 67** in the guidebook.
- ❖ Review basic instructions.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:14

You will be developing:

- either **one performance-based task that will encompass all of the questions**

- or **six performance-based tasks (one for each question)** that measure the reading proficiency of your student.

The tasks may be developed in L1 and/or English. Use the following checklist **to ensure that the criteria listed below are included in the tasks** you are developing.

- **Word meaning**
- **Literary elements and devices**
- **Literary forms**
- **Evaluative comprehension**
- **Literal comprehension**
- **Inferential information**

Overhead Transparency OT:W-15
more considerations

Developing Performance-Based Tasks for Initial Placement in READING

More Considerations

- ❖ Have participants refer to **page 67** in the guidebook.
- ❖ **Display Overhead Transparency OT-W2:15.**
- ❖ Review assessment considerations from trainer's notes below.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:15

Obviously, your task or tasks would need to be tailored to the English-Language Learner's:

- **Cognitive developmental level** (in most cases, use age as a guide)
- **Language proficiency** in English and in their in native language (some children may be proficient in their native language others may not be)
- **Culture** (not all children have gone to school; others have experienced war; others have experienced or are experiencing culture shock at having arrived in a foreign land, etc.).

Overhead Transparency OT-W2:16
reading content checklist

Reading Content Checklist

- Have participants turn to **page 67** in the guidebook.
- **Display Overhead Transparency OT-W2:16 and leave on screen.**
- Review instructions and checklist items.
- Have participants develop performance-based tasks for "*Initial Placement: Reading*" in L1 (native language) and/or L2 (English).
- After the tasks are written, participants can review one against the checklist to confirm that it meets the criteria suggested.
- As you observe the performance-based task for "*Initial Placement: Reading*" being presented, have participants refer to the **reading scoring rubric on page 68** of the guidebook and the **reading scoring sheet** on **pages 73-74** of the guidebook to complete the assessment.
- If desired, refer to the *Sample Performance-based Task for "Initial Placement: ,"* on **pages 69-71** of the guidebook, to illustrate how a created performance-based task relates to the content checklist and rubric for Reading for Initial Placement.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W2:16

INITIAL PLACEMENT: READING CONTENT CHECKLIST

Instructions: Check each box once you have included this item in your assessment task and can respond affirmatively to the question being presented. If needed, participants may add their own "Comments" as appropriate.

Does the task provide a means to:

☐ 1. **Measure word meaning?**
(within the context of a selection)

☐ 2. **Measure literary elements and devices?**
(i.e., plot, setting, personification, metaphor, etc.)

☐ 3. **Measure literary forms?**
Such as novels, short stories, poetry, folk tales, etc.)

☐ 4. **Measure evaluative comprehension?**
(analyze reading selections and form conclusions about the information)

☐ 5. **Measure literal comprehension?**
(understand information that is directly stated)

☐ 6. **Measure inferential comprehension?**
(understand ideas which are not directly stated but which are implied)

Overhead Transparency OT-W2:17
the reading scoring rubric

Reading Scoring Rubric

- ❖ **Display Overhead Transparency OT-W2:17.**
- ❖ Have participants turn to **page 68** in the guidebook.
- ❖ Review the items on the rubric.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY 2:17

The following rubric may be used **for scoring reading skills in any grade level**.

Adapt this rubric to the individual's development level and particular linguistic and cultural background.

	READING
Score	**Criteria**
0	The student has *no response* or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The student attempts to address the skill but incorrectly.
3	The student shows an understanding of the skill but is inconsistent.
5	The student addresses the skill and applies it consistently.

Sample Performance-Based Task: Reading for Initial Placement

Example of an INITIAL PLACEMENT - READING performance-based task for measuring reading skills in grades 1 through 12. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to read. Refer to the content checklist on page 67 and the scoring rubric on page 68 of the guidebook for more detailed guidance.

CONTENT CHECKLIST
Page 67

ASSESSMENT: Oral Decoding Exercise.

Ask the student to read the following words.
Pronunciation is not a factor in scoring.

book cat stop mother yellow school

0 correct = (score 0), STOP TESTING
2 correct = partially proficient (score 1)
4 correct = proficient (score 3)
6 correct = advanced proficient (score 5)

SCORING RUBRIC
Page 68

0 The student has no response or indicates *"I don't know"*

1 The student attempts to address the skill, but incorrectly

3 The student shows an understanding of the skill but is inconsistent

5 The student addresses the skill and applies it consistently

ASSESSMENT: Comprehension Exercise

Student will read the following passage and answer comprehension questions.

When the boy left home he walked to school. He met his friends and they ran all the way to class. He saw his teacher writing on the chalkboard. She was putting the spelling words on the board.

Measure literal comprehension →

- Where did the boy go?
- Who did the boy meet?
- How did he get to school?

Measure inferential comprehension →

- Why was he going to school?
- What do you think he will study today?
- Do you think the boy likes school?

Measure evaluative comprehension →

- Why or why not?
- What did you think of the story?
- How is this student like you?

For each comprehension category score as follows:

1 correct = partially proficient (score 1)
2 correct = proficient (score 3)
3 correct = advanced proficient (score 5)

SAMPLE – INITIAL PLACEMENT: READING

Sample Performance-Based Task: Reading for Initial Placement (cont.)

CONTENT
CHECKLIST
Page 67

SCORING RUBRIC
Page 68

ASSESSMENT: CLOZE Exercise - Word Meaning Exercise

Measure word meaning

1) Student should fill in the blanks using the words from below.

The boys sat at their desks. They began to copy __________ list from the board. _________ heard the fire alarm ___________. It was loud. The _________ lined up at the ___________. The teacher led them __________.

`door    outside    the    ring    students    they`

If the student fails to correctly fill in 4 of the above, <u>stop testing</u>.

Measure literary elements and devices

2) **While reading the following paragraph, the student will compose appropriate words when a blank line appears.**

When the teacher and __________ got outside, they saw __________ principal. She said, "Good _________! You were very careful __________ followed directions well." The __________ felt proud of their __________ and were relieved that __________ was only a drill.

0 = No response
1 = Correctly places 3 words in paragraph 1
3 = Correctly places 6 words in paragraph 1
5 = Completes paragraph 1 and at least four appropriate word choices in paragraph 2.

(continued)

0 The student has no response or indicates "I don't know"

1 The student attempts to address the skill, but incorrectly

3 The student shows an understanding of the skill but is inconsistent

5 The student addresses the skill and applies it consistently

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Sample Performance-Based Task: Reading for Initial Placement (cont.)

CONTENT
CHECKLIST
Page 67

ASSESSMENT: Literary Form Exercise

Student should read the two selections below and answer the following questions.

Danger! Poison! - If swallowed, call your doctor.

Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Measure literary forms

Which one is the poem?
Which one is the warning?
Which one was written for fun?
Why was the other one written?

0 = no response
1 = attempted with incorrect responses
3 = at least 2 correct responses
5 = all responses correct

SCORING RUBRIC
Page 68

0 The student has no response or indicates *"I don't know"*

1 the student attempts to address the skill, but incorrectly

3 The student shows an understanding of the skill but is inconsistent

5 The student addresses the skill and applies it consistently

SAMPLE – INITIAL PLACEMENT: READING

The Reading Scoring Sheet

- Have participants turn to **pages 73-74** in the guidebook.
- **Display Overhead Transparency OT-W2:18.**
- Explain how to use this Scoring Sheet. Remind participants that the student can be scored for assessment in L1 on one side of the scoring sheet, and scored for assessment in L2 on the other side.

Scoring Sheet for Reading Initial Instructional Program Placement—Assessed in Native Language (L1)

Name of student ______________________ Grade ____________ Date of birth ________________

Date of assessment ____________ Name of person doing assessment ____________________________

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 16: List of Accommodations)

L1 (Native Language) 1 2 3 4 5 6 7 8 9 10

Circle the appropriate score for each skill in the following matrix: (see Sec.7, pp. 68 for Scoring Rubric)

Skill Area	Scores obtained when assessed in L1 (Native Language)			
		Partially Proficient	Proficient	Advanced Proficient
Word Meaning	0	1	3	5
Literary Elements and Devices	0	1	3	5
Literary Forms	0	1	3	5
Evaluative Comprehension	0	1	3	5
Literal Comprehension	0	1	3	5
Inferential Comprehension	0	1	3	5

Comments:

See reverse for scoring Reading Initial Instructional Program Placement when assessed in L2 (English)

WORKSHOP 3:

Development of Assessment Instruments to MEASURE ACADEMIC ACHIEVEMENT of English-Language Learners in Mathematics and Reading

workshops on assessment
for teachers of English-Language Learners

Present WORKSHOP INTRODUCTION (first section of this trainer's manual) before beginning Workshop 3

The guidebook, *Assessment: A Guidebook for Teachers of English-Language Learners,* is the primary tool for these workshops and is identified throughout this manual as "the guidebook." It contains all checklists, rubrics, scoring sheets, and samples. Participants should each have their own copy. References to page numbers used in this manual and in the overheads and samples, which direct trainer and participants to specific information, are page numbers in the guidebook and should be identified as such.

WORKSHOP 3

Overhead Transparency OT-W3:1 overview

Overview

- **Display Overhead Transparency OT-W3:1.**
- Explain how the checklists are drawn from NAEP and proposed National Voluntary Tests materials.

These checklists will assist you in developing a performance-based instrument that will determine a student's academic progress, skills, and weaknesses as they relate to the content curriculum in reading and mathematics, provided that the curriculum will be ,(baseline testing) or has been (post intervention testing), addressed by you with your English-Language Learners (ELLs).

Initial assessments made in L2, as well as in L1, will serve as baseline information to measure growth over time in the content areas as presented in English or in the native language.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W3:1

Each of the skills included in the checklists for reading and mathematics for ELLs are those same skills included in the **1996 NAEPs**, and the projected **National Voluntary Tests** and were drawn directly from the *Reading Framework for the National Assessment of Educational Progress: 1992-1998* and *Mathematics Framework for the 1996 National Assessment of Educational Progress.*

By developing your assessments with these checklists **your students will be a step ahead of other students** should your ELLs take the NAEPs and/or the proposed National Voluntary Tests since they will have already been exposed to the content that would be tested in those situations.

Overhead Transparency W3:2
developing performance-based tasks for assessing achievement in mathematics — how it works!

Developing Performance-Based Tasks for Assessing Achievement in Mathematics

how it works!

- **Display Overhead Transparency OT-W3:2.**
- Explain that each mathematics skill task developed will be with the aid of:

1. A **content checklist**, **appropriate to age group**, for each mathematics skill.
2. The **school content standards** and a focus on what materials will be taught in class
3. The **mathematics scoring rubric** used to measure level of performance
4. A **scoring sheet** on which to record performance levels in each skill. The scoring sheet reflects collected assessment information that will be helpful in initially placing the ELL and following his/her progress. As a convenience to teachers, **scoring for L1 performance is on one side; scoring for L2 performance is on the other**

- Explain that after participants develop a task, it will be discussed in the workshop. By considering how a student might complete the task, participants can then apply the rubric and scoring sheet to complete the assessment.

Examples of performance-based assessment tasks for each of the mathematics skill areas are included in the guidebook (**pages 126-133**). They provide a graphic presentation of how a developed task relates to the checklists and the rubrics, with page references included. Trainers have the option of using these samples (see Appendix C in this trainer's manual) as overheads or workshop handouts, or by referring participants to them in the guidebook. However the following should also be stated:

"Develop your own tasks, don't just copy the examples. Use innovation in developing your tasks that will measure what you are assessing given your unique situation. At first, developing these tasks may seem very challenging, but after completing a couple of them, you will see just how effective they will be in your assessment, and they will become much more effortless to develop."

Overhead Transparency OT-W3:3A-3B
using the content checklist

mathematics content checklists

- ❖ Refer participants to Section 8 (**page 75**) of the guidebook.
- ❖ Have participants take out copies of their school's content standards.
- ❖ **Display Overhead Transparency OT-W3:3A.** Go over the instructions.
- ❖ **Display Overhead Transparency OT-W3:3B.** Review the importance of using the grade-appropriate checklist.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W3:3A

- To assess the mathematics and reading academic achievement of English-Language Learners, **you will be developing special performance-based tasks for specific skill areas** in each discipline.
- These tasks may be developed in L1(Native Language) or in English.
- Develop your performance-based assessments **using a copy of your specific content standards as your guide**.
- Skills assessed should be those included in **what you are or will be teaching** your students.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W3:3B

Refer to the content checklist to **insure that your assessment task addresses all the listed items**.

- Do not think some numbered or lettered skills on the checklist are missing; if they do not appear it is because they are **not appropriate for that particular grade level.**
- **Be sure to use the content checklist that is appropriate to the grade level of your ELLs**. Checklists address grades 1-4, grades 5-8, and grades 9-12. The guidebook's table of contents can lead you to the appropriate page numbers for your desired grade level in both mathematics and reading achievement.

Overhead Transparency OT-W3:4
mathematics: the five skill areas

Mathematics:

The Five Skill Areas

- **Display Overhead Transparency OT-W3:4.**
- Refer participants to **page 77** of the guidebook.
- Discuss briefly the five mathematics skill areas.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W3:4

To assess the mathematics academic achievement of English-Language Learners, develop a special performance-based task for each of the following five skill areas:

1. **Number Sense, Properties, and Operations**—this area focuses on students' understanding of numbers (whole numbers, fractions, decimals, integers, real numbers, and complex numbers), operations, and estimation, and their application to real-world situations.

2. **Measurement**—this area focuses on an understanding of the process and on the use of numbers and measures to describe and compare mathematical and real-world objects.

3. **Geometry and Spatial Sense**—this area extends well beyond low-level identification of geometric shapes into informal constructions and demonstrations (including drawing representations) in both formal and informal settings.

4. **Data Analysis, Statistics, and Probability**—this area emphasizes appropriate methods for gathering data, the visual exploration of data, a variety of ways of representing data, and the development and evaluation of arguments based on data analysis.

5. **Algebra and Functions (patterns)**—this area focuses on the use of algebraic notation and thinking in meaningful contexts to solve mathematical and real-world problems, specifically addressing an increasing understanding of the use of functions (including algebraic and geometric) as a representational tool.

Your assessment for math would have five tasks, one task for each skill area.

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Overhead Transparency OT-W3:5
other considerations

Other Considerations

- ❖ **Display Overhead Transparency OT-W3:5.**
- ❖ Mention the following further considerations.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W3:5

- Assessing ELL students exclusively in English, a language in which they are not highly proficient, may not accurately reflect their level of knowledge related to the content of the test; **therefore assess ELLs in their native language** when feasible or **utilize the accommodations** presented, as appropriate, in Section Four of the guidebook.

- When English skills are weak, **assess content knowledge through graphic-based means** (drawings, charts, tables, diagrams).

Overhead Transparency OT-W3:6
other considerations

Other Considerations

- ❖ **Display Overhead Transparency OT-W3:6.**
- ❖ Continue with the following further considerations.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W3:6

- There can be many ways to reach a correct solution to a problem. **Each student should be allowed to pursue his/her individual type of logic** to arrive at a correct solution.

- Adapt the scoring rubric to the individual's **particular linguistic and cultural background**.

Overhead Transparency OT-W3:7
skill area one: numbers, sense, and operations

Skill Area One:

NUMBERS SENSE, PROPERTIES, AND OPERATIONS

❖

❖ **Display Overhead Transparency OT-W3:7.**

❖ Have participants take out **content standards.**

❖ Have participants **go to the grade-appropriate content checklist** in the guidebook.

• Grades 1-4:	**pages 79-81**
• Grades 5-8:	**pages 89-92**
• Grades 9-12:	**pages 106-109**

❖ Instruct participants to develop a performance-based task for skill area 1, *"Number Sense, Properties, and Operations,"* in L1 (native language) and/or L2 (English).

❖ After the tasks are written, review one against the checklist to confirm that it meets the criteria suggested.

❖ As they discuss the performance-based task for *"Number Sense, Properties, and Operations"* being presented, have participants refer to the **mathematics scoring rubric on page 125** and the **mathematics scoring sheet on pages 135-136** in the guidebook to complete the assessment.

❖ If desired, refer to the *Sample Performance-Based Task for "Number Sense, Properties, and Operation,"* on **pages 126-127** of the guidebook, to illustrate how a created performance-based task relates to the content checklist and rubric for Mathematics Skill Area 1.

Sample Performance-Based Task for Mathematics Achievement Skill Area 1

Example of a MATHEMATICS ACHIEVEMENT performance-based task for measuring Skill Area One: **NUMBER SENSE, PROPERTIES, AND OPERATIONS** for students in grade 5. This task can be administered and responded to in either L1 or L2. This task addresses those points on the grade-appropriate checklist on pages 89-92, and which are referenced specifically in the right column next to each part of the assessment task below. Refer to these pages and the mathematics scoring rubric on page 125 of the guidebook for more detailed guidance.

CONTENT
CHECKLIST
89-92

1 **Relate counting, grouping, and place value**

2 **Represent numbers and operations in a variety of equivalent forms using models, diagrams, and symbols**

3 **Compute with numbers**

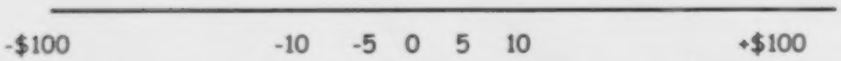
4 **Use computation and estimation in applications**

5 **Apply ratios and proportional thinking in a variety of situations**

6 **Use elementary number theory**

ASSESSMENT: Your school is having a Family Fun Night! Last year 2,554 people attended the Fun Night. We would expect 25% more people to attend this year.	**SEE CONTENT CHECKLIST PAGES 89-92**
1. How many people do you expect to attend? Show all work.	(1a,3a,4b-i,4d)
2. Round your answer to the nearest thousand.	(4a)
3. Write the above number in scientific notation.	(1b)
4. You would need at least ten stickers per person. Estimate how many stickers you would need for all of the people.	(4b-ii)
5. If 100 stickers cost $2.50, estimate how much money is needed to purchase the stickers?	(4c)
6. Now verify your estimation by solving the problem. Please show your work.	(4f-i)
7. If the PTA has given you $50, and you need to purchase tickets for $45 and the stickers, do you have enough money? Please show your answer on a number line. Circle a prime number in your number line.	(2b,6b,6d)

(continued below)



8. What is the scale of the number line? Please describe below.	(6b)
9. Please write one odd and one even number. odd ____________ even ____________	(6a)
After the Family Fun Night was over we need to decide which 5th grade booth was more profitable, the Go Fish Booth or the Fortune Telling Booth. The Go Fish Booth grossed $70 for the class. The Fortune Telling Booth grossed $50. 10. Show these gross earnings as a ratio	(5a)
11. The expense for the prizes in the Go Fish Booth was $40. What were the net earnings of the Go Fish Booth (gross earnings-expenses = net earnings)?	(5b)
12. The earnings of the Fortune Telling Booth were all profit. What were the total earnings of these two booths?	
13. What percentage of the total earnings was earned by each booth?	(5e, 5d)
14. If the 5th grade could only do one booth next year, which booth would you recommend they do? Explain your answer.	

SAMPLE – MATHEMATICS ACHIEVEMENT: NUMBER SENSE, PROPERTIES, AND OPERATIONS

SCORING RUBRIC
page 125

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

2
Work shows that student has some idea of what might be involved in solving the problem correctly

3
Work shows a logical understanding of how to solve the problem; however, it will not lead to a correct answer

4
Work shows a logical understanding of how to solve the problem; there are minor errors in reaching the correct solution

5
Work shows a logical understanding how to solve the problem with no errors

Overhead Transparency OT-W3:8
skill area two: measurement

Skill Area Two:
MEASUREMENT

- ❖ **Display Overhead Transparency OT-W3:8.**
- ❖ Have participants take out **content standards.**
- ❖ Have participants go to the **grade-appropriate content** checklist in the guidebook.
  - ***Grades 1-4:*** **page 82**
  - ***Grades 5-8:*** **pages 93-95**
  - ***Grades 9-12:*** **pages 110-112**
- ❖ Instruct participants to develop a performance-based task for skill area 2, *"Measurement,"* in L1 (native language) and/or L2 (English).
- ❖ After the tasks are written, review one against the checklist to confirm that it meets the criteria suggested.
- ❖ As they discuss the performance-based task for *"Measurement"* being presented, have participants refer to the **mathematics scoring rubric** on **page 125** and the **mathematics scoring sheet** on **pages 135-136** in the guidebook to complete the assessment.
- ❖ If desired, refer to the *Sample Performance-Based Task for "Measurements,"* on **pages 128-129** of the guidebook, to illustrate how a created performance-based task relates to the content checklist and rubric for Mathematics Skill Area 2.

Sample Performance-Based Task for Mathematics Achievement Skill Area 2

Example of a MATHEMATICS ACHIEVEMENT performance-based task for measuring Skill Area Two: **MEASUREMENT** for students in grade 8. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to respond to questions on measurement. The task addresses those points on the grade-appropriate content checklist, presented on pages 93-95, and which are referenced in the right hand column next to each part of the assessment task below. Refer to these pages and the mathematics scoring rubric on page 125 of the guidebook for more detailed guidance.

CONTENT CHECKLIST 93-95

1 Estimate the size of an object or compare objects

2 Select and use appropriate measurement instruments

3 Select and use appropriate units of measurement by type of unit & size of unit

4 Estimate, calculate or compare perimeter, area, volume, and surface area in meaningful contexts to solve mathematical and real-world problems

5 Apply measurement formulas for perimeter, area, volume, and surface area in problem setting situations

6 Convert from one measurement to another

7 Determine precision, accuracy, and error

8 Make and read scale drawings

9 Select appropriate methods of measurement

10 Apply the concept of rate to measurement situations

ASSESSMENT: "Fish Pond" Our class has been chosen to design a fish pond for the new courtyard. The courtyard is 20 feet by 20 feet. We want to make a circular pond in the middle of the courtyard. We need to leave 6 feet around the edge of the pond for benches and a walkway.	SEE CONTENT CHECKLIST PAGES 93-95
1. What is the maximum diameter of a circular pond that you can fit in this area? Please draw a diagram.	(2, 3a,3b,4a)
2. What is the area of the pond? Make sure to label and show work.	(5, 7b)

(continued)

3. The fish pond must be 4 feet deep. What is the volume of dirt that will be removed from the fish pond?	(5)
4. How many gallons of water will fill the pond?	(6)
5. We need a pump to circulate the water in the pond. If the pump we buy can pump 5 gallons per minute, how long will it take to filter all the water in the pond? Show work.	(10)
6. If you can have 1 inch of fish for every gallon of water, how many inches of fish can you have in the pond?	(7c)
7. If the average Koi is 6 inches long, estimate how many Koi can we buy for the pond?	(4a)
8. We are now ready to pave the courtyard with one-foot square patio blocks. Estimate how many blocks we will need to cover the courtyard.	(1)
9. Our pond is so beautiful that we want to keep the neighborhood cats out of the pond. We have now decided that we need to put a fence around the edge of the courtyard. How much fencing will we need?	(9, 5)
10. Using your diagram, make a scale drawing of the courtyard, pond, and fence. (You must include the Koi.)	(8)

SCORING RUBRIC
Page 125

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

2
Work shows that student has some idea of what might be involved in solving the problem

3
Work shows a logical understanding of how to solve the problem; however, it will not lead to a correct answer

4
Work shows a logical understanding of how to solve the problem; there are minor errors in reaching the correct solution

5
Work shows a logical understanding of how to solve the problem with no errors

Overhead Transparency OT-W3:9
skill area three: geometry and spatial sense

Skill Area Three:

GEOMETRY AND SPACIAL SENSE

- **Display Overhead Transparency OT-W3:9.**
- Have participants take out **content standards.**
- Have participants go to the **grade-appropriate content checklist** in the guidebook.

- *Grades 1-4:*	**pages 83-84**
- *Grades 5-8:*	**pages 96-98**
- *Grades 9-12:*	**pages 113-115**

- Instruct participants to develop a performance-based task for skill area 3, *"Geometry and Spatial Sense,"* in L1 (native language) and/or L2 (English).
- After the tasks are written, collect one task. Review it against the checklist to confirm that it meets the criteria suggested.
- As they discuss the performance-based task for *"Geometry and Spatial Sense"* being presented, have participants refer to the **mathematics scoring rubric** on **page 125** and the **mathematics scoring sheet** on **pages 135-136** in the guidebook to complete the assessment.
- If desired, refer to the *Sample Performance-based Task for "Geometry and Spatial Sense,"* on **pages 130-131** of the guidebook, to illustrate how a created performance-based task relates to the content checklist and rubric for Mathematics Skill Area 3.

Sample Performance-Based Task for Mathematics Achievement Skill Area 3

Example of a MATHEMATICS ACHIEVEMENT performance-based task for measuring Skill Area Three: **GEOMETRY AND SPATIAL SENSE** for students in grade 3. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to respond to questions on geometry and spatial sense. This task addresses those points on the checklist relevant to this grade level, that are presented on pages 83-84 of the guidebook, and which are referenced in the right hand column next to each part of the assessment task below. Refer to these pages and the mathematics scoring rubric on page 125 of the guidebook for more detailed guidance.

CONTENT CHECKLIST 83-84

1 **Describe, visualize, draw and construct geometric figures given a verbal description**

2 **Investigate and predict results of combining, subdividing, and changing shapes**

3 **Identify the relationship (congruence, similarity) between a figure and its image under a transformation**

6 **Apply geometric properties and relationships in solving problems**

7 **Establish and explain relationships involving geometric concepts**

ASSESSMENT: Teacher will need to provide each student with 1 pattern block of each shape: hexagon, square, circle, rectangle, and triangle. Each should be a different color. If children are unable to draw the shapes then please allow the children to trace the pattern blocks. When you get to problem #10 please give the children more pattern blocks. Directions can be given in L1 or L2.	**SEE CONTENT CHECKLIST PAGES 83-84**
1. Choose the pattern block that has 4 equal sides.	(1a)
2. Circle the name of this pattern block. 1) square 2) circle 3) triangle 4) rectangle 5) hexagon	
3. Draw the pattern block here. Color the *inside* of the shape the same color as the pattern block. Draw a circle around the *outside* of the shape.	(1a,6a)

(continued below)

8 **Represent problem situations with geometric models and apply properties of figures in meaningful contexts to solve mathematical and real-world problems**

4. Draw the shape you would have if you put two of these blocks together.	(2)
5. Circle the name of the shape. 1) square 2) circle 3) triangle 4) rectangle 5) hexagon	
6. Trace each of your shapes below. If you can, draw one line of symmetry for each of your shapes.	(3a)
7. Put the square shape on the circle shape (teacher will need to walk around and check answers).	(6a)
8. Put the triangle shape ***between*** the circle shape and rectangle shape (teacher needs to walk around and check students answers).	(6a)
9. How many triangle shapes will fit around the square shape? Draw your answer here.	(7a,7b,2)
10. Make a straight road using one kind of block. Draw it here.	(8)

SCORING RUBRIC
Page 125

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

2
Work shows that student has some idea of what might be involved in solving the problem

3
Work shows a logical understanding of how to solve the problem; however, it will not lead to a correct answer

4
Work shows a logical understanding of how to solve the problem; there are minor errors in reaching the correct solution

5
Work shows a logical understanding of how to solve the problem with no errors

SAMPLE – MATHEMATICS ACHIEVEMENT: GEOMETRY AND SPACIAL SENSE

Overhead Transparency OT-W3:10
skill area four: data analysis, statistics, and probability

Skill Area Four:

DATA ANALYSIS, STATISTICS, AND PROBABILITY

❖ **Display Overhead Transparency OT-W3:10.**

❖ Have participants take out **content standards.**

❖ Have participants go to the **grade-appropriate content checklist** in the guidebook.

Grades 1-4:	**page 85**
Grades 5-8:	**pages 99-101**
Grades 9-12:	**pages 116-119**

❖ Instruct participants to develop a performance-based task for skill area 4, *"Data Analysis, Statistics, And Probability,"* in L1 (native language) and/or L2 (English).

❖ After the tasks are written, collect one task. Review it against the checklist to confirm that it meets the criteria suggested.

❖ As they discuss the performance-based task for *"Data Analysis, Statistics, and Probability"* being presented, have participants refer to the **mathematics scoring rubric on page 125** and the **mathematics scoring sheet on pages 135-136** to complete the assessment.

❖ If desired, refer to the *Sample Performance-Based Task for "Data Analysis, Statistics, and Probability,"* on **page 132** of the guidebook, to illustrate how a created performance-based task relates to the content checklist and rubric for Mathematics Skill Area 4.

Sample Performance-Based Task for Mathematics Achievement Skill Area 4

Example of a MATHEMATICS ACHIEVEMENT performance-based task for measuring Skill Area Four: **DATA ANALYSIS, STATISTICS, AND PROBABILITY** for students in grade 4. This task can be administered and responded to in either L1 or L2. This task addresses those points on the grade-appropriate checklist, that are presented on page 85 of the guidebook, and which are referenced in the right hand column next to each part of the assessment task below. Refer to these pages and the mathematics scoring rubric on page 125 of the guidebook for more detailed guidance.

CONTENT CHECKLIST Page 85

1 Read, interpret, and make predictions using tables and graphs
  a) Read and interpret data
  b) Solve problems by estimating and computing

Organize and display data and make inferences (use tables, bar graphs, pictograms, and line graphs) **2**

Determine the probability of a simple event (use sample space and the definition of probability to describe events **10**

11 Apply the basic concept of probability to real-world situations

ASSESSMENT: Pizza survey	
Adapt this survey to meet the needs of the class. For example, instead of pizza use ice cream or change the types of pizza. Design a simply survey form for the class to record answers. If you work with tally marks then the students can tally their answers and then have a column for the total number. When beginning this survey, divide the class into groups of four. Groups will report findings to the class, so that all students will work with the same numbers. Directions can be given in L1 or L2. • Get into groups of 4. Survey the class on their favorite pizza. • Each group reports findings. (Everyone in the class works with the same numbers.)	**See Content Checklist pg.85**
1. Using the class numbers have each student make a graph showing the class results in a a) bar graph b) table c) pictogram	(2a)
2. Which is the most popular pizza? ______________________	(1a)
3. How many more students like pepperoni pizza than cheese pizza? Write your answer. ______________________	(1b)
4. If your school had a pizza party and you could order 25 pizzas, how many of each of the three kinds of pizza would you order? Record your answers. 1. ____________ 2. ____________ 3. ____________	(2a, 11a)
5. Pretend that you are giving this survey to 2 other classes. Each class has about the same number of students as our class. About how many students do you think would choose pepperoni pizza? Record your answers.	(11a)

SCORING: Use the rubric presented on page 125 of the guidebook.

SAMPLE – MATHEMATICS ACHIEVEMENT: DATA ANALYSIS, STATISTICS, AND PROBABILITY

Overhead Transparency OT-W3-11
skill area five: algebra and functions

Skill Area Five:

ALGEBRA AND FUNCTIONS

- **Display Overhead Transparency OT-W3:11.**
- Have participants take out **content standards**.
- Have participants go to the **grade-appropriate content checklist** in the guidebook.

  Grades 1-4: **pages 86-87**
  Grades 5-8: **pages 102-104**
  Grades 9-12: **pages 120-124**

- Instruct participants to develop a performance-based task for skill area 5, *"Algebra and Functions,"* in L1 (native language) and/or L2 (English).
- After the tasks are written, collect one task. Review it against the checklist to confirm that it meets the criteria suggested.
- As they discuss the performance-based task for *"Algebra and Functions"* being presented, have participants refer to the **mathematics scoring rubric on page 125** and the **mathematics scoring sheet on pages 135-136** in the guidebook to complete the assessment.
- If desired, refer to the *Sample Performance-Based Task for "Algebra and Functions"* on **page 133** of the guidebook to illustrate how a created performance-based task relates to the content checklist and rubric for Mathematics Skill Area 5.

Sample Performance-Based Task for Mathematics Achievement Skill Area 5

Example of a MATHEMATICS ACHIEVEMENT performance-based task for measuring Skill Area Five: **ALGEBRA AND FUNCTIONS** for students in grade 3. This task can be administered and responded to in either L1 or L2. This task addresses those points on the grade-appropriate checklist, presented on page 86-87 of the guidebook, and which are referenced in the right column next to each part of the assessment task below. Refer to these pages and the mathematics scoring rubric on page 125 of the guidebook for more detailed guidance.

CONTENT CHECKLIST
Pages 86-87

1 **Describe, extend, interpolate, transform, and create a wide variety of patterns and functional relationships**
- a. **Recognize them**
- b. **Extend them**
- c. **Create an example**

2 **Use multiple representations for situation to translate among diagrams, models, and symbolic expressions**

ASSESSMENT: Mary is 10 years old. John is 2 years older than Felipe. Felipe is 5 years younger than Mary.	**SEE CONTENT CHECKLIST Pages 86-87**
How old are John and Felipe? Record your answers. John is __________ Felipe is __________	(4a,7b)
Draw a number line and plot the ages of the three children.	(3a)
Make a table to show the ages of Mary and Felipe for the next ten years.	(1a, 1b, 1e)
Choose the number sentence that best shows the relationship between the ages of Mary and Felipe. *M = Mary's age* Please circle your answer. M - 5 = 5 M + 5 = 15 15 - M = 5	(2)
SCORING: Use the rubric on page 125 of the guidebook.	

3 **Use number lines and rectangular coordinate systems as representational tools**

4 **Represent and describe solutions to linear equations and inequalities to solve mathematical and real-world problems**

7 **Use mathematical reasoning**
- a. **Make conjectures**
- b. **Validate and justify conclusions and generalizations**

SAMPLE – MATHEMATICS ACHIEVEMENT: ALGEBRA AND FUNCTIONS

Overhead Transparency OT-W3-12
mathematics scoring rubric

Mathematics
Scoring Rubric

- **Display Overhead Transparency OT-W3:12.**
- Have participants turn to **page 125** in the guidebook.
- Explain use of the rubric.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W3:12

The following rubric may be used for scoring the mathematical problems **in any of the grade levels.**

Mathematics	
Score	**Criteria**
0	The student has *no response* or indicates "I don't know" (says it, writes it, shrugs shoulders, etc.).
1	The student's work does not provide any indication, not even remotely, that the student has any idea of how to solve the problem.
2	The student's work indicates that he/she has some idea of what might be involved in solving the problem.
3	The student's work shows a logical understanding of how to solve the problem. However, the response will not lead to a correct answer.
4	The student's work shows a logical understanding of how to solve the problem. However, there are minor errors in reaching a correct solution.
5	The student's work shows a logical understanding of how to reach a correct solution to the problem with no errors.

Adapt this rubric to the individual's particular linguistic and cultural background. There can be many ways to reach a correct solution to a problem. Each student should be allowed to pursue his/her individual type of logic to arrive at a correct solution. Score each problem with the student's logic, not any other, with this rubric.

Overhead Transparency OT-W3:13
scoring sheet for assessing achievement in mathematics

Mathematics Scoring Sheet

- **Display Overhead Transparency OT-W3:13.**
- Explain use of the Scoring Sheet. Remind participants that they can score student assessment in L1 (native language) on one side of the sheet, and assessment in L2 on the other.

Scoring Sheet for Mathematics Achievement—Assessed in Native Language (L1)

Name of student ______________________ Grade __________ Date of birth ________________

Date of assessment ____________ Name of person doing assessment ______________________

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 16: List of Accommodations)

L1 (Native Language) 1 2 3 4 5 6 7 8 9 10

Circle the appropriate score for each skill in the following matrix: (see Sec.8, page 125 for scoring rubric)

Skill Area	Scores obtained when assessed in L1 **(Native Language)**						**Comments**:
		Partially Proficient		Proficient	Advanced Proficient		
Number Sense, Properties, and Operations	0	1	2	3	4	5	
Measurement	0	1	2	3	4	5	
Geometry and Spatial Sense	0	1	2	3	4	5	
Data Analysis, Statistics, and Probability	0	1	2	3	4	5	
Algebra and Functions	0	1	2	3	4	5	

See reverse for scoring Mathematics Achievement when assessed in L2 (English)

Overhead Transparency OT-W3:14: developing performance-based tasks for assessing achievement in reading — how it works!

Developing an
Assessment to Measure
Academic Achievement
in Reading

HOW IT WORKS!

- **Display Overhead Transparency OT-W3:14.**
- Explain that each reading skill task developed will be with the aid of:
    1. A content checklist, **appropriate to age group**, for each reading situation.
    2. The school **content standards** and a focus on what materials will be taught in class.
    3. The **reading scoring rubric** used to measure level of performance.
    4. A **reading scoring sheet** on which to record performance levels in each skill. The scoring sheet reflects all assessment information and will be helpful in determining reading academic achievement of the ELL in L1 and/or L2 and in following his/her progress. As a convenience to teachers, **scoring for L1 performance is on one side; scoring for L2 performance is on the other.**
- Explain that after participants develop a task, it will be discussed in the workshop. By considering how a student might complete the task, participants can then apply the rubric and scoring sheet to complete the assessment.

Examples of performance-based assessment tasks for each of the reading skill areas are included in the guidebook (**pages 160-165**). They provide a graphic presentation of how a developed task relates to the checklists and the rubrics, with page references included. Trainers have the option of using these samples (see Appendix C in this trainer's manual) as overheads or workshop handouts, or by referring participants to them in the guidebook. However the following should also be stated:

"Develop your own tasks, don't just copy the examples. Use innovation in developing your tasks that will measure what you are assessing given your unique situation. At first, developing these tasks may seem very challenging, but after completing a couple of them, you will see just how effective they will be in your assessment, and they will become much more effortless to develop."

Overhead Transparency OT-W3:15: The three reading situations

Reading Situations

- ❖ **Display Overhead Transparency OT-W3:15.**
- ❖ Have participants turn to **page 137** in the guidebook.
- ❖ Review basic definitions below.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W3:15

ASSESSMENT TO MEASURE ACADEMIC ACHIEVEMENT IN READING

To assess the reading academic achievement of English-Language Learners, **three general types of texts and reading situations** are required. These are:

Reading for literary experience—after reading a story or plot, a student will be able to look for engaging experiences and consider interplay among events, emotions, or possibilities. This usually involves the reading of novels, short stories, poems, plays and/or essays.

Reading to be informed—depending on what is being read, students are specifically focused on acquiring information. This usually involves the reading of articles in magazines and newspapers, chapters in textbooks, entries in encyclopedias and catalogues, and entire books on particular topics.

Reading to perform a task—after reading a specific document, students apply what was read in order to do something. This usually involves the reading of documents such as bus or train schedules; directions for games, repairs, classroom, and laboratory procedures; tax or insurance forms; recipes; voter registration materials; maps; referenda; consumer warranties; and office memorandums.

Your assessment in reading requires:

- **Addressing the first two reading situations for grades 1 through 4**
- **Applying all three reading situations for grade levels 5 through 12**

Overhead Transparency OT-W3:16A
some other considerations

Some Other Considerations

- ❖ **Display Overhead Transparency OT-W3:16A.**
- ❖ Mention the following instructions.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W3:16A

- These tasks may be developed in L1 (Native Language) or L2 (English).
- Use the **age-appropriate checklist** to ensure the criteria are embedded in the tasks you are developing.
- Read the introductory comments for each reading situation, at the appropriate grade level, for suggestions on the **percentage of importance of each part** of the assessment.

Overhead Transparency OT-W3:16B
some other considerations

Some Other Considerations

- ❖ **Display Overhead Transparency W3:16B.**
- ❖ Mention the following further considerations.

TRAINER'S NOTES for OVERHEAD TRANSPARENCY W3:16B

- With a copy of your **content standards**, develop your performance-based reading achievement assessment.
- Skills assessed should be those included in **what you are or will be teaching** to your students.

BEST COPY AVAILABLE

Overhead Transparency OT-W3:17:
reading situation one: reading for literary experience

Reading Situation One:

READING FOR LITERARY EXPERIENCE (all grades)

- **Display Overhead Transparency OT-W3:17.**
- Have participants take out **content standards**.
- Have participants go to **the grade-appropriate content checklist** in the guidebook.

Grades 1-4:	**pages 139-140**
Grades 5-8:	**pages 144-145**
Grades 9-12:	**pages 151-152**

- Using both the content standards and the checklist, instruct participants to develop a performance-based task for reading situation one: *"Reading for Literary Experience"* in L1 (native language) and/or L2 (English).
- After the tasks are written, collect one task. Review it against the checklist to confirm that it meets the criteria suggested.
- As they discuss the performance-based task for *"Reading for Literary Experience"* being presented, have participants refer to the grade-appropriate **reading scoring rubric**

Grades 1-4:	p.157
Grades 5-8:	p.158
Grades 9-12:	p.159

and the **scoring sheet** on **pages 167-168** of the guidebook to complete the assessment.

- If desired, refer to the *Sample Performance-Based Task for "Reading for Literary Experience,"* on **pages 160-161** of the guidebook, to illustrate how a created performance-based task relates to the content checklist and rubric for this reading situation.

Sample Performance-Based Task: Reading for Literary Experience

Example of a READING ACHIEVEMENT performance-based task for measuring Situation One: **READING FOR LITERARY EXPERIENCE** for students in grades 1-4. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to respond to questions on literary experience. Refer to the grade-appropriate content checklist beginning on page 139of the guidebook, and the scoring rubric on page 157 of the guidebook.

CONTENT CHECKLIST
Page 139-140

Initial Understanding
Have an initial impression; understand the plot; describe the main character

Developing Interpretation
Understand what was read; describe how the plot evolved; describe how the main character changed

Personal Reflection and Response
Connect what was read with own background knowledge; address how main character changed ideas about a situation or issue; express how this story is similar or different from own experiences

Demonstrating a Critical Stance
Rewrite the story with a different setting and with a different character; describe how author addresses similarities or differences from his/her own experiences

ASSESSMENT

Students will read the story "Little Red Riding Hood."

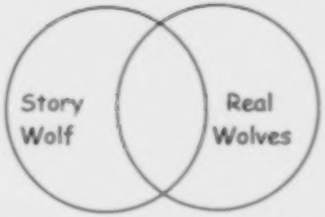
Students will work in cooperative learning groups.

1. Choose key vocabulary words and pre-teach them, i.e., *grandmother*, *wolf*, etc. Students may share the same word in their L1.
2. Read the story using a guided reading lesson style. Review story elements as you read, i.e., plot evolution, setting, character evolution, etc.
3. After reading, select two new and/or interesting words, define them, put into a sentence and/or illustrate.
4. Students retell the story in a story circle; each student taking turns adding the next segment.
5. Ask students to compare and contrast the story to an article that they may have read in a science/non-fiction book or to what they know about wolves.

(continued)

6. Students break into three groups and list:
   - a) Five interesting facts about real wolves
   - b) Five interesting facts about the wolf in the story
   - c) Five similarities

7. Using the lists, students and teacher create a Venn Diagram.



Overlapping area shows similarities.

8. Students will work individually to rewrite the story including a different setting and at least one new character.

SCORING: Use rubric provided on page 157 of the guidebook.

RUBRIC
Page 157

0
No response, or "I don't know"

1
The student demonstrates little or no understanding of material read

2
Understands overall meaning; makes relatively obvious connections and simple inferences

3
Understands overall meaning of text; provides inferential and literal information; connection between text and what the student infers is clear

4
Generalizes about topics and shows awareness of how authors compose and use literary devises; judges text critically and gives thorough answers that indicate careful thought

SAMPLE – READING ACHIEVEMENT: READING FOR LITERARY EXPERIENCE

Overhead Transparency OT-W3:18:
reading situation two: reading to be informed

Reading Situation Two:

READING TO BE INFORMED (all grades)

- **Display Overhead Transparency OT-W3:18.**
- Have participants take out **content standards**.
- Have participants go to the **grade-appropriate content checklist** of the guidebook.

Grades 1-4:	**pages 141-142**
Grades 5-8:	**pages 146-147**
Grades 9-12:	**pages 153-154**

- Using both the content standards and the checklist, instruct participants to develop a performance-based task for reading situation two: *"Reading to Be Informed"* in L1 (native language) and/or L2 (English).
- After the tasks are written, collect one task. Review it against the checklist to confirm that it meets the criteria suggested.
- As they discuss the performance-based task for *"Reading to Be Informed"* being presented, have participants refer to the **grade-appropriate reading scoring rubric.**

Grades 1-4:	p.157
Grades 5-8:	p.158
Grades 9-12:	p.159

and the **scoring sheet on pages 167-168** in the guidebook to complete the assessment.

- If desired, refer to the *Sample Performance-Based Task for "Reading to be Informed,"* on **pages 162-163** of the guidebook, to illustrate how a created performance-based task relates to the content checklist and rubric for this reading situation.

Sample Performance-Based Task: Reading to Be Informed

Example of a READING ACHIEVEMENT performance-based task for measuring Situation 2: **READING TO BE INFORMED** for students in grades 5-8. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to respond to questions on information gained from reading. Refer to the grade-appropriate content checklist on page 146, and the scoring rubric on page 158.

ASSESSMENT

Have students read article: " Fearsome Fossil Is Long in the Tooth"

by Tracey Wong Briggs, USA Today November 13, 1998.

"WASHINGTON—The remains of a gigantic dinosaur, as big as Tyrannosaurus rex and with jaws like a crocodile's, has been found in the remote Sahara desert, its discoverers announced Thursday.

The 36-foot-long *Suchomimus tenerensis*, representing a new genus and species, is a member of the fish-eating spinosaur family that was big enough to threaten other dinosaurs.

"It was the most dominant predator of its day" 100 million years ago, says team leader Paul Sereno, a University of Chicago paleontologist.

A 12-foot-tall cast skeleton reconstruction, at the National Geographic Society through Nov. 29, displays a skull 4 feet long and less than a foot wide at the base. Its jaw has more than 100 teeth designed to snatch and gulp fish, more like hooks than blades, Sereno says.

The two-legged predator had a long, slender neck, strong forearms and pincerlike thumbs with foot-long sickle-shaped claws that would have allowed it to snatch fish 4 or 5 feet long, he says.

Sereno's team found 70% of the skeleton, including the thumbclaw, the snout and the major leg bones. The claw, in fact, was lying exposed in the Tenere Desert of central Niger, where it was spotted Dec. 4 by team member David Varricchio. The findings are reported in today's issue of *Science* and will be in the December issue of *National Geographic*. The discovery represents the most complete spinosaur skeleton yet. Other classes of spinosaurs have been located in England, Egypt and Brazil.

"Its closest relative was not in Africa, but England," Sereno says, suggesting that the evolving spinosaurs were able to cross the seaway, perhaps on a land bridge between the two continents.

(continued below)

CONTENT CHECKLIST Page 146

Initial Understanding

- Provide initial impression of what was read
- Know what the article is about
- Tell what the author thinks about the topic

Developing Interpretation

- Develop a complete understanding of what was read
- Know what caused the event
- Explain in what ways the author's thoughts are important to the topic or theme

Personal Reflection and Response

- Connect knowledge from the text with reader's background knowledge
- Relate what was read to a current event
- Relate what was read with what is known about the topic

Ask students to answer the following questions:

1) What was the article about?
2) Do you think this is a true story? What details tell you?
3) What does the author think about dinosaurs?
4) Summarize the article in your own words.
5) Tell who, where, what, when, why, and how the events happened.
6) List five facts that you know about dinosaurs.
7) List five facts you learned from reading the article.
8) What is important about the article?
9) What would you do if you found a dinosaur bone?
10) If you saw this dinosaur alive, how would you feel?
11) Why is the article titled "Fearsome Fossil"?

Demonstrating a Critical Stance

- Determine how useful the article is regarding a current event
- Improve on the author's argument

TO SCORE THIS TASK, SEE RUBRIC ON PAGE 158

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Overhead Transparency OT-W3:19

reading situation three: reading to perform a task

Reading Situation Three:

READING TO PERFORM A TASK (Grades 5-12 only)

- ❖ **Display Overhead Transparency OT-W3:19.**
- ❖ Have participants take out **content standards.**
- ❖ Have participants go to the **grade-appropriate content checklist.**

Grades 1-4:	**NOT APPLICABLE**
Grades 5-8:	**pages 148-149**
Grades 9-12:	**pages 155-156**

- Using both the content standards and the checklist, instruct participants to develop a performance-based task for reading situation three: *"Reading to Perform a Task"* in L1 (native language) and/or L2 (English).
- After the tasks are written, collect one task. Review it against the checklist to confirm that it meets the criteria suggested.
- As they discuss the performance-based task for *"Reading to Perform a Task"* being presented, have participants refer to the **grade-appropriate reading scoring rubric**:

Grades 1-4:	**NOT APPLICABLE**
Grades 5-8:	**p.158**
Grades 9-12:	**p.159**

and **the scoring sheet** on **page 167-168** in the guidebook to complete the assessment.

- ❖ If desired, refer to the *Sample Performance-Based Task for "Reading to Perform a Task,"* on **pages 164-165** of the guidebook, to illustrate how a created performance-based task relates to the content checklist and rubric this reading situation.

Sample Performance-Based Task: Reading to Perform a Task

Example of a READING ACHIEVEMENT performance-based task for measuring Situation 3: **READING TO PERFORM A TASK** for students in grades 9-12. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to respond to/perform a task from information gained from reading. Refer to the grade-appropriate content checklist beginning on page 155 of the guidebook, and the scoring rubric on page 159 of the guidebook.

ASSESSMENT: Ask students to read the following:

Asian Tacos

2 boneless, skinless chicken breast halves
1 teaspoon cornstarch
2 teaspoons orange juice
1/4 cup Kikkoman Stir-Fry Sauce
1 large clove garlic, pressed
1/4 teaspoon crushed red pepper
1 tablespoon vegetable oil
1/2 cup chopped green onions
10 taco shells
Taco fillings: fresh bean sprouts,
shredded Chinese cabbage,
red bell pepper strips, cilantro leaves

Cut chicken into strips. Blend cornstarch and orange juice; add next three ingredients, stirring to combine. Stir in chicken; let stand 30 minutes. Heat oil in hot wok or large skillet over high heat. Add chicken and stir-fry 3 minutes. Add green onions; stir-fry 30 seconds longer. Remove from heat and fill taco shells with desired amount of chicken and taco filling. Makes 4 to 6 servings.

CONTENT CHECKLIST
Pages 155-156

Initial Understanding

- **Provide initial impression of what was read**
- **Determine from what they read, what it will help them do**
- **Determine first step in performing the task**

Developing Interpretation

- **Determine the final outcome in performing the task**
- **Determine what is required before addressing the first step in performing the task**

Personal Reflection and Response

- **Ascertain what information is needed that is not already there before performing this task**
- **Describe a situation where a step could be omitted as the task is performed.**

After reading the recipe, the student will answer the following questions.

1. Why does this recipe seem interesting to you?
2. What will you be able to do with this recipe?
3. If you were going to make this recipe, what would you do first?
4. After you made the recipe, how would you serve this dish?
5. What else could you serve with this dish?
6. What would you need to have to make this recipe?
7. Where would you find these ingredients if they were not in your house?
8. What step could you leave out and still make the recipe?
9. What problem would you have if you did not have chicken?
10. If you did not know "stir fry," how would you make this recipe?

Demonstrating a Critical Stance:

- **Expresses why other information that is not there is needed to complete the task**
- **Describes what would happen in a situation where a step could be omitted as they perform the task.**

TO SCORE THIS TASK, SEE RUBRICS ON PAGE 159

SAMPLE – READING ACHIEVEMENT: READING TO PERFORM A TASK

Overhead Transparency OT-W3:20
reading scoring rubric

Reading Scoring Rubric

- **Display Overhead Transparency OT-W3:20.**
- Have participants refer to **pages 157-159** of the guidebook.
- Remind participants that in order to record performance levels accurately, they must use the **grade-appropriate rubric.**

Grades 1-4:	**p.157**
Grades 5-8:	**p.158**
Grades 9-12:	**p.159**

- Adapt the rubric to each individual's developmental level and particular linguistic and cultural background.

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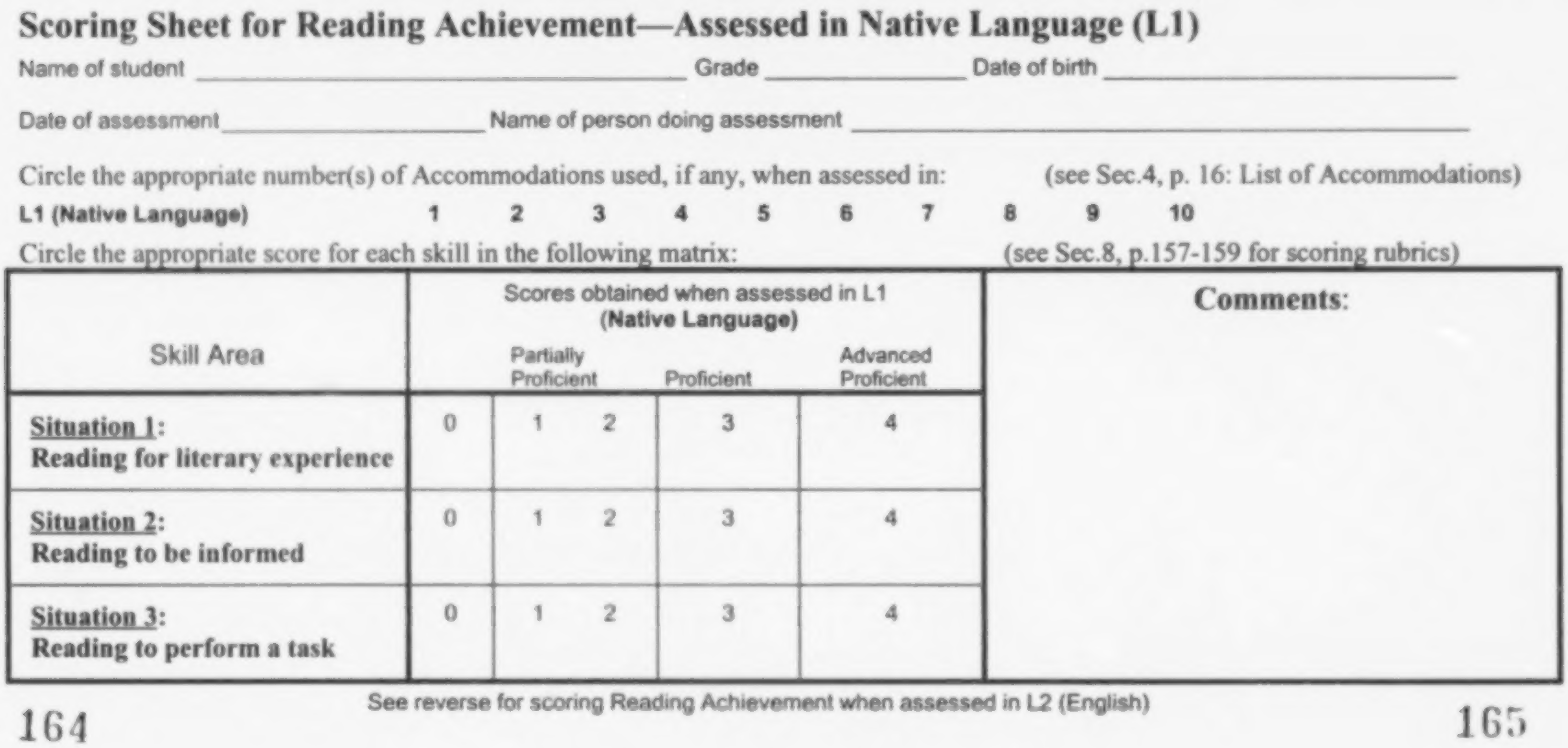
Overhead Transparency OT-W3:21
scoring sheet for assessing achievement in reading

Reading Scoring Sheet

- **Display Overhead Transparency OT-W3:21.**
- Direct participants to **page 167-168** in the guidebook.
- Explain use of the scoring sheet. Remind participants that they can score student assessment in L1 (native language) on one side of the sheet, and assessment in L2 on the other.



Scoring Sheet for Reading Achievement—Assessed in Native Language (L1)

Name of student ______________________ Grade ____________ Date of birth ________________

Date of assessment ____________ Name of person doing assessment ______________________________

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 16: List of Accommodations)

L1 (Native Language) 1 2 3 4 5 6 7 8 9 10

Circle the appropriate score for each skill in the following matrix: (see Sec.8, p.157-159 for scoring rubrics)

Skill Area	Scores obtained when assessed in L1 **(Native Language)**				**Comments:**
		Partially Proficient	Proficient	Advanced Proficient	
Situation 1: **Reading for literary experience**	0	1 2	3	4	
Situation 2: **Reading to be informed**	0	1 2	3	4	
Situation 3: **Reading to perform a task**	0	1 2	3	4	

164 See reverse for scoring Reading Achievement when assessed in L2 (English) 165

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"After all, the heart of instructions is the desire to help our language minority student, and at the heart of assessment is the need to determine whether our students have learned. We must assist them in that process by trying new alternatives that are not so language bound, time restrictive, or autonomous. Further, we must advocate assessment practices that mirror instructional practices. Let us focus on our students' strengths and give them opportunities to demonstrate ability, skill, and knowledge through the medium that suits them best, whether oral or written or even, in the case of beginner students, pictorial. Let us familiarize them in advance with the assessment measures and give them adequate time to complete the tasks. Let us help them take some responsibility for their own evaluation, especially through tools such as student checklists, reports, and portfolios. Let us become alternative assessment advocates for our language minority students."

(D.J. Short, 1993)

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